

The **CLEARING HOUSE**

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Refer to:

How 5 Schools Made Plans BASED on PUPIL NEEDS

By GLYN MORRIS

The New Look IN SCHOOL HELP

By ALBERT L. AYARS

Who Recites in Your Classes?

By SEWARD S. CRAIG

Inattention: 12 Ways to Fight It

By JACK GREAVES

Topic-Groups Spark Effective Faculty Meeting . . . A "Democratic" Fallacy is Wrecking Us . . . Dossier on the Teacher . . . Interpersonal Relations: Study Establishes Standards . . . The Oakes Animal-Centered Test.

High Schools in Action

The Clearing House

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CH volumes are available on microfilm.

NOTICE TO WRITERS

We welcome contributions from our readers. In every issue we publish teachers' and administrators' articles reporting improvements, experiments, and successes as achieved in their schools. Many of our readers have accomplished things in classrooms and in school systems that should be known in thousands of other high schools.

Our preferred length for articles is 1,500 to

2,500 words. We also welcome items reporting good but minor ideas in 50 to 600 words. In addition to fact articles (which need not be dull or prosy) we invite articles of controversy, satire, etc., on secondary-education subjects. Typing should be double-spaced. Keep carbon copy and send us the original.

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THE CLEARING HOUSE

A journal for modern junior and senior high schools

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A search for pupil viewpoints:

How 5 Schools Made Plans based on PUPIL NEEDS

By
GLYN MORRIS

HOW CAN WE go about getting accurate information on pupil needs?"

This question came to the fore as a group of administrators were considering ways of improving the schools in the second supervisory district of rural Lewis County, N.Y. Following many good practices, this group had become a part of the Cooperative Project in Educational Administration financed by a Kellogg Foundation grant in order to continue and expand the gains already made.

The group was primarily concerned with discovering ways of adding jointly sponsored, or shared, services, unavailable except through a cooperative board embracing several school systems. However, first of all, they were logically compelled to consider pupils' needs for experiences which were partly or wholly neglected in the present situation. In setting out to consider the matter as carefully and thoroughly as possible, the five principals, the district superintendent, and the director of guidance had agreed to meet for luncheon and a full afternoon of discussion every other week for a school year.

While there was general agreement at the outset on the desirability of more understanding about unmet pupil needs, the

group found itself somewhat at sea in pointing to and agreeing on specific needs. At first it was difficult to bring the inquiry into focus. Contingent questions were insinuated into the discussion. For instance, consideration of pupil needs immediately raised questions of philosophy, school objectives, community needs, and administrative procedures. There was difficulty in differentiating between pupil and faculty goals.

The human tendency to project personal bias and adult interests into a catalog of pupil needs was prevalent. This was reflected, for example, in such statements as "Pupils need to develop a sense of responsibility," "Pupils need more courtesy in daily living," or "There ought to be more time for training in golf and fly-casting." There was a temptation—at first hardly recognized—to be categorical, characteristically illustrated by such a statement as, "We need more art, music, and aesthetic experiences in our schools." There was the ubiquitous tendency to fall back on curricular clichés without opportunity to test them in the local situation.

After several sessions, the group gradually recognized its tendency to subjective appraisal of pupil needs, and eventually the following question emerged: Is there some

EDITOR'S NOTE

Five central schools in Lewis County, N.Y., set out to plan cooperatively for improvements in their programs. This is the story of how the planning group, first in danger of going astray on members' theories of the pupils' greatest unmet needs, went to the pupils themselves for the facts—and produced plans that have been successful in action. Dr. Morris, a member of the group, is Director of Guidance, Board of Cooperative Educational Services, Second District, Lewis County, at Port Leyden, N.Y.

relatively objective way to discover pupils' needs—to see problems from their viewpoint? As one principal put it, "How do we really know what the kids' needs are?" So it was that eventually, after meeting with lay groups and professional people serving as consultants, it was agreed that two courses were advisable: to make a follow-up study of graduates, and to give a questionnaire to the pupils.

The *Mooney Problem Check List*¹ was chosen after it had been examined by the group and an opinion obtained from a disinterested authority in psychological testing. The decision was based on the following considerations: The Check List items are not put in the first person, thereby possibly reducing inhibitions to spontaneous response; coverage of problems seems adequate; there is opportunity on the back of the Check List for unstructured comments by each pupil; finally, there is considerable research literature on the instrument which seems to indicate wide usage and verification of its usefulness.

The Check List, in its junior- and senior-high-school forms, was given to 500 pupils in five central schools, grades 8 through 12. However, this report concerns only the senior-high-school form. The Check Lists

were administered by the same person, but, wherever possible, teachers were invited to help in order to obtain their interest and cooperation. Pupils seemed to participate wholeheartedly, and appeared to be glad of the opportunity to indicate their problems, as well as to know that school authorities were interested in knowing of these. Later, when the results were discussed in faculty meetings, teachers testified to the apparent sincerity of pupil participation. Inasmuch as the study group was primarily concerned with gaining an indication of aggregate pupil problems as a basis for program improvement, pupils were advised they need not sign the Check List, although each one was identifiable by number to the person administering it, who was not on the faculty of any school. Hence, identification for counseling was possible, if thought necessary.

The results were carefully tabulated by a reliable and experienced lay person from the community, who volunteered her services. The findings were arranged graphically, together with a list of quotations of the most noteworthy statements made by pupils on the backs of the questionnaires. The chart showed the average number of problems per pupil in each of the eleven problem areas indicated by the Check List.

Table I lists the names of the eleven areas and the average number of problems checked per pupil in each of these areas for the five schools combined. The profiles

TABLE I
AVERAGE NUMBER OF PROBLEMS CHECKED PER
PUPIL IN ELEVEN PROBLEM AREAS

Adjustment to School Work	5.0
Personal-Psychological Relations	3.5
Social and Recreational Activities	3.3
The Future—Vocational and Educational	3.3
Social-Psychological Relations	3.2
Curriculum and Teaching Procedure	2.8
Finances, Living Conditions, Employment	2.7
Health and Physical Development	2.5
Courtship, Sex, and Marriage	2.5
Morals and Religion	2.0
Home and Family	1.3

¹ *Mooney Problem Check List*, 1950 revision. New York: The Psychological Corporation.

TABLE II
PROBLEMS CHECKED BY 20 PER CENT OR MORE OF PUPILS

Item Form H	Per Cent
50. Not spending enough time in study	44.7
116. Wanting to earn some of my own money	34.1
158. Not interested in some subjects	33.7
270. Worrying about examinations	32.4
14. Trouble in keeping a conversation going	30.0
329. Lunch hour too short	29.3
26. Losing my temper	29.0
85. Not taking some things seriously enough	27.6
45. Wanting advice on what to do after high school	27.6
104. Trouble with oral reports	27.3
322. Just can't get some subjects	27.3
138. Afraid of making mistakes	27.0
241. Wanting to be more popular	26.2
28. Being nervous	25.5
76. Wanting a more pleasing personality	24.9
120. Needing a job during vacations	24.2
30. Worrying	23.8
2. Being overweight	23.5
213. Weak in spelling or grammar	23.5
27. Taking some things too seriously	22.8
83. Forgetting things	22.1
166. Poor complexion or skin trouble	21.8
117. Wanting to buy more of my own things	21.8
108. So often feel restless in classes	21.8
96. Needing to decide on an occupation	21.5
159. Can't keep my mind on my studies	21.5
320. Concerned about military service	21.1
211. Trouble with mathematics	20.8
196. Can't forget some mistakes I've made	20.8
31. Not going to church often enough	20.1

for the respective schools followed a relatively similar pattern but with differences in degree. The greatest number of problems was clearly in the area of Adjustment to School Work, while the Morals and Religion and the Home and Family areas elicited relatively few responses. The average number marked on the whole Check List was 32.0 items.

The problems marked by 20 per cent or more of the pupils are given in Table II.

The response of the administrators to the information disclosed was generally enthusiastic, partly because they were concurrently receiving replies from the follow-up study questionnaire which supported the findings of the Check List. These replies were characterized by a graduate who urged

the schools to help toward "better understanding of oneself and in getting along with others."

Of the Check List results, one principal said, "This gives us something concrete to go on." Another said, "We have a clearer understanding of what the problems are." Finally, Dr. Arthur Combs of Syracuse University was invited to meet with the group for discussion on the many and important implications of the Check List data. This was a most valuable experience, giving some content to psychological principles from the immediate situation. All of this combined to give the group a broader concept of pupil needs, with perhaps considerably more understanding of the neglected area of emotional needs. Among other

things, more guidance service was indicated. An effort is now being made to add to community resources in this respect.

In addition, the Check List data were used in three other ways. Pupils with especially urgent problems were identified and given opportunity for counseling. Next, because it was discovered that so many pupils showed concern about forthcoming army experience, a program of orientation was planned and carried out in each school, built around a series of Coronet films. Third, and most important for our purpose, after examination of the data by each faculty, two schools decided to base their current in-service training programs on some of the Check List findings.

Both faculties decided to attack some aspect of the problems indicated in the area of Adjustment to School Work. For example, teachers found that nearly all pupils needed more personal and concrete help in developing good study habits than had been realized. One faculty developed and gave a questionnaire to pupils in an effort to get more detailed information on this aspect. Trained primarily to work with groups, teachers discovered they were avoiding the procedure of sitting down with individual pupils to help them analyze their study habits and develop more effective ones. After a few demonstrations of this process by the guidance director, some teachers dramatized it for their faculties, and spoke enthusiastically of wanting to do what they had previously avoided. Teachers increased in self-confidence. One principal has recently reported considerable

satisfaction to date with the program being developed by his faculty.

Some concomitants of the use of the Check List are worth noting. Because it pointed to particular areas where pupils required help, the teachers were stimulated to action, thereby moving out of the theoretical discussions all too prevalent in education. They were agreeably surprised when they realized their own potential competence in counseling pupils on improving study habits. In addition, teachers saw that this would improve pupil reading skill. As they grappled with the Check List data, they developed initiative and ingenuity in planning faculty meetings, so that in two schools in particular there has been notable growth in the quality of faculty meetings and in teacher morale.

At the last of a series of such faculty meetings one teacher was overheard saying, "That was a wonderful faculty meeting! I hope we can continue the same kind next semester." In another school, the faculty has been asking itself questions about the *reasons for pupil responses*, so that a more careful scrutiny of some procedures has followed. Perhaps the casual question of a pupil illustrates this: "Why are all the teachers so interested in our problems all of a sudden?"

Finally, in one community, parents in a child-study group have become involved in a consideration of the Check List data. There are signs that by focussing on pupil needs, especially emotional ones, parents are developing sensitivity to the desirability of curricular revision.



At a Low Level

It is well understood that teachers do not know how to get optimum learning by students. Then, too, administrators have not learned how to get best results from their teaching staffs. The school

has great human resources at its disposal but most of the time it operates at a low level. The gap between what it is possible to achieve and what is achieved is broad.—RALPH STORTS in *Ohio Schools*.

THE NEW LOOK *in* SCHOOL HELP

By
ALBERT L. AYARS

GOOD TEACHERS everywhere are alert to the need for real experience to supplement book learning for pupils. They are aware of the necessity for young people to "do" things rather than just talk about them, if they are to be properly equipped to assume their responsibilities as workers, parents, community members, and voters. They know it is important for pupils to observe how classroom principles are given practical application beyond the school's four walls.

It's not new to them that they can enrich the school program by using skills, knowledge, and materials available from sources outside academic circles. These sources are almost countless, starting with the milkman or corner grocer, and extending through every facet of our economy—labor, government, industry, farm organizations! But teachers have also felt understandably reluctant to make extended use of these resources, sometimes for fear of falling victim to groups eager, by telling a slanted story, to promote biased or selfish interests.

This fear was undoubtedly based largely upon the teachers' experiences in attempting to use in the classrooms "packaged" materials and aids sent into the schools by organizations with an axe to grind. Trade associations, labor unions, manufacturers' associations, and many other groups, who early attempted to cooperate with education, devoted much of their attention to announcing their own points of view and the excellence of their products or services.

But as our economy has matured, so have our concepts of human relations, and so has our range of vision. Many groups who form-

erly could see values for themselves in cooperating with the schools only when they were able to promote acceptance of their own views or products, now see clearly that we all benefit through joining with the schools in cooperative programs that result in enriched and strengthened communities. It is obvious that any community will benefit if its schools are enabling pupils to:

1. Understand their present responsibilities in the school, home, and community, and act accordingly.
2. Understand public issues on which they'll be expected to pass as voters.
3. Understand the problems they'll face as workers and parents.
4. Gain competence in managing their own personal affairs.
5. Become vocationally competent not only to make a living but to contribute to the general economic well-being.

A high level of education and its resultant upgrading of the standard of living not only result in better communities and a more enjoyable life for the individual citizen but also bolster the nation as a whole. Thereby, benefits accrue to all groups whose purposes are consistent with our democratic way of life.

Industrial groups, for example, are provided with better qualified employees. Graduates skilled in communication, experienced in working cooperatively with others, and schooled in the practical assumption of responsibility, possess qualities of untold value as workmen for industry. Schools which utilize the resources available in the community are able to provide pupils with a higher calibre of vocational guidance and vocational training. The products—better adjustment on the job and more usable job

skills—mean dollars and cents to business and industry.

The business management which sees these values and cooperates with the schools in developing school programs to produce them also helps to create an atmosphere of public understanding conducive to attracting employees, increasing sales, creating harmonious employee relationships, and to the establishment of favorable governmental policies. The upgrading of the educational level of the people is directly reflected in the standard of living and the demand for products which contribute to the establishment and maintenance of that standard. Enlightened industrialists and businessmen cannot long overlook these gains which can result from their assisting schools to do a better job.

Labor, another group which has much to contribute for improving educational programs, also stands to benefit from aiding educators in bringing to pupils a practical understanding of the problems of their community. Labor, like the industry or business with which it is associated, profits from a higher level of general appreciation and understanding, which results in more demand for products and, in turn, more jobs and higher wages.

At the same time, a more responsible, more enlightened, more skillful, higher-calibre worker, as a union member, reflects credit on his organization. The long-term result is a more favorable attitude toward the union on the part of management and the general public.

That labor and industrial management have recognized these values is evidenced not only by their efforts to assist school programs but by their own establishment of classes to extend the general educational opportunities of employees.

These two groups serve to illustrate how other responsive citizens and groups who wish to work with the schools in the interest of better education may themselves profit. To the individual pupil accrues more

interesting and meaningful school work; to the community accrues a more responsible citizenry. Many individuals and groups have much to offer education, and when this is done with no strings attached, they find themselves mutually-benefited partners of education in the community.

Within the past two decades, public relations has become a widely accepted major responsibility of industrial management, trade associations, labor unions, agricultural organizations, and other special-interest groups. A more positive concept of public service has evolved.

Many corporations have public-relations staff officers and, at the same time, avail themselves of the independent viewpoint and the facilities of counselling firms. The more far-sighted of these firms have education directors to help clients establish programs of cooperation with the schools. These education directors, in many instances professionally trained and experienced, are expected to give purely objective counsel based upon their interest in and knowledge of educational needs. Typically, they would not nor do they receive pressure to compromise the professional ethics or principles which guided their performance in public-school or college education. Many companies offering help to the schools conscientiously wish to render service and respect fully the nation's tradition of academic freedom.

Clients of reputable educational counselors, interested in establishing programs of cooperation with the schools, receive specific suggestions based on study of local needs and conditions. Typically, there is nothing mysterious or secret about such counsel offered by the education department. The type of activities suggested and advice given any client over a period of time are likely to be included in the six categories listed here:

1. *Become acquainted with the schools in your plant areas. Get to know the administrators and teachers. Find out what their needs are. Explain*

what resources you have available. Let them tell you what help, if any, you can give.

The "getting acquainted" can begin through a visit to the school superintendent, who, if he feels you can be of service, may arrange for you to meet with interested principals, teachers, or curriculum committees. Open your plant doors to teachers and pupil visits. Attend school functions.

2. *Become active for school improvement.* Participate in PTA activities. Accept invitations to participate in advisory committees or other groups whose purpose is constructive assistance. Support drives for needed bond issues and special levies. Learn of the schools' needs so that you may inform others.

3. *Provide materials to help teachers and pupils* to develop a better understanding of the relationship between the classroom and the working world. Displays, models, and samples of your products may be useful. Copies of the company's annual reports, explanatory booklets, and other materials may prove useful.

4. *Work out programs of direct assistance to teachers.* Assist teachers to produce materials for classroom use. Perhaps technicians in your organization can help in the preparation of these materials. Perhaps you can be of assistance in getting the materials printed.

Sponsor study discussions or classes to give teachers information on industry. Help the schools to establish teacher workshops on the use of community resources. Provide summer employment for teachers desirous not only of the employment but of an insight into the functioning of the industry.

5. *Adopt programs helpful to pupils.* Arrange for class visits to the plants. Assist schools to organize special libraries. Provide personnel to help in vocational counseling. Provide speakers and class consultants in schools and colleges. Employ pupils on a work-experience basis in cooperation with the schools.

6. *Finance needed programs and services.* Establish scholarships and fellowships for deserving teachers and pupils. Endow needed professorships. Provide funds for private schools, colleges, and universities.

Basic to the advice offered by the creators of the new look in school help is the concept that help to the schools should be given upon request and be designed to fit needs expressed by educators. Stating it differently, "do not plan for the schools but with them."

The education counselor is often called upon by clients to render a more concrete service, that of preparing materials for dis-

EDITOR'S NOTE

There is a new attitude among business people and other groups who furnish teaching aids and assistance of various kinds to the schools, says Mr. Ayars. These school helps are becoming more objective and more in keeping with sound educational principles. A richer school program, says the author, will result in schools that seek these aids, discard the unsound, and use the good. Mr. Ayars, former teacher, principal, and superintendent in the State of Washington and visiting professor of school administration at State College of Washington, is now director of the Education Department of Hill and Knowlton, Inc., in New York City.

tribution to the schools, not only in plant communities but elsewhere over the nation. These, of course, must be designed to meet a general educational need rather than the needs of specific systems. Guiding principles in the preparation of such materials are:

1. Enlist the services of a representative group of teachers and administrators to determine the schools' needs and to help frame the content to meet the need.

2. Include only information of significance to teachers and pupils in their study of particular topics or problems of concern to them. Provide the factual material desired by the schools.

3. Hold advertising content to a minimum. A credit line naming the sponsor is generally all that is included.

4. Keep the materials free of persuasion in favor of the special interests of any group.

5. Adapt the materials to the age, interests, reading ability, and maturity of the persons for whom they are intended.

6. Base materials development on long-term planning, with each item bearing a relationship to those that have gone before and those yet to come. A sound materials production program is not built on impulsive hit-and-miss publication founded on whim or hearsay.

7. Make the materials available to educators who request them.

Many prominent educators have confirmed the soundness of these principles. Corporation-sponsored materials meeting

these criteria have found ready acceptance and use in the schools. Many have established a commendable reputation among teachers for their factual content and objectivity.

It is obvious that industry, like other groups giving assistance to the schools, is not entirely self-denying. And there is no intent here to imply that the schools should accept promiscuously the offers of sponsored materials and assistance from outside. It is still their obligation to evaluate carefully, to be sure that what is accepted implements the achievement of sound educational ob-

jectives. There has been a decided trend, however, toward sponsors' satisfying their interests through the indirect means of helping teachers fit pupils for a life of community usefulness.

It should indeed be encouraging to educators that more and more corporations and other special-interest groups are demonstrating real concern for helping to prepare young people for a happy, productive place in the world. Immeasurable progress can be made when school forces are joined by those from outside to work toward common objectives.



The 3-Coach System at Western State High School

Over a period of many years Western State High School of Kalamazoo, Mich., employed one man to teach physical education and to coach the varsity teams in three sports: football, basketball, and baseball. Several years ago it was decided to "decentralize," that is, have a different coach for each of these varsity teams in this school with an enrolment of 330 students. After operating under this decentralized plan for three years, we are convinced that it has many advantages. . . .

First of all, the degree of pressure on the coach is lessened. Football, basketball, and baseball are "pressure" sports in the sense that they are "spectator interest" sports to a degree that is not true of track, golf, tennis, intramural and junior-high-school sports, and reserve team contests. . . . Obviously, a man who experiences this pressure for the duration of one sport once a year is in a more favorable position than the one who must experience this condition annually throughout the football, basketball, and baseball seasons.

Furthermore, most coaches like one sport better than the others. When they coach only one, usually it is the one they enjoy most. The freedom to specialize in the sport loved most should mean increased satisfaction and better results. . . .

Another real advantage of the decentralized program rests in the fact that it brings the coaches into closer association with the student body and other staff members. When a man coaches only one "pressure" sport, his scheduled duties can include more classroom teaching assignments than would otherwise be advisable. . . .

The past exploits of the coaches on athletic fields and their knowledge of the world of sports make

them heroes in the eyes of many boys who may have little interest in the usual classroom activities. The understanding and rapport that he builds in his association with aspiring athletes are assets that pay dividends when the coach finds these same boys sitting in the classroom.

An increase in the classroom teaching duties of coaches also increases their opportunities to associate with the other staff members of the school. Thus, the danger of having the athletic department viewed as something apart from the rest of the school is minimized. . . .

Another advantage of the decentralized program appears in the form of more stability or continuity in policies and personnel. With responsibility for varsity football, basketball, and baseball centered largely in one person, the program suffers a major jolt when that person leaves the staff. . . . Under the decentralized program, changes can take place gradually. The loss of one coach disturbs the continuity in only one area of the total program at one time. Furthermore, the administrator's job in finding a replacement is less difficult. . . .

The coordination of policies under such a program can be accomplished by an athletic board consisting of all the coaches along with selected members of the faculty and administration.

In conclusion, it should be said that this kind of decentralized program is not necessarily more expensive than a program under which one man coaches varsity football, basketball, and baseball. The main difference in the two plans consists in the manner in which coaching, teaching, and extra-curricular assignments are distributed.—ROY C. BRYAN and FRED L. STEVENS in *School Activities*.

TOPIC-GROUPS

Spark Effective Faculty Meeting

By IRVING FLINKER

OCCASIONALLY a faculty conference is so refreshingly different and stimulating as to infuse new hope and satisfaction in the entire staff. When such a teachers' meeting is achieved an account of its inception and development may be of some value to other school faculties and supervisors.

The January conference of teachers at the Straus Junior High School so impressed the members of the staff and the writer that they were stimulated to plan additional meetings. This article on the conference is being written not merely to describe an interesting experience for teachers but with the hope that other teachers and supervisors will use this periodical to publicize their most effective teachers' meetings. By such an exchange of plans, content, procedures, and evaluations we can do a better job of promoting the goals of our educational program.

Our customary procedure in preparing for a faculty conference is to distribute several days in advance of the meeting a mimeographed outline of a pedagogical or administrative problem facing the school. These notes are prepared either by a committee of teachers who lead the discussion or by the principal. The January conference notes, however, consisted of a bare statement of a topic and six relevant questions. The purpose of this meeting was to develop an understanding among the teachers of the meaning of democratic administration and its implications for cooperation, responsibility, initiative, attitudes, and relationships. Another related aim certain to be realized was an expression of opinion as to the desirability of democratizing public-school administration.

To achieve definite desired effects, a teacher tries to suit the method to the goal. For example, principles of science are successfully taught through induction, handwriting skills through motivated and attentive practice. The goals of our faculty conference could not be fully realized by either a lecture, a developmental lesson technique, or a committee report. The *desideratum* was extensive participation with complete freedom of expression. It was therefore decided to use a variation of the 6-6 discussion technique.

After an introductory statement by the principal describing certain prevalent democratic practices in the school and the purposes of meeting, six groups of teachers were quickly formed, according to their seating places—nine in each group. A secretary and a chairman were chosen by each group to conduct the group session and to produce a summary of the discussion after a ten-minute period.

Each of the groups was arbitrarily assigned one of the six questions, which were mimeographed in the conference notes with intervening two-inch spaces for personal note-taking. In this way we dispatched with an economy of time the mechanics of grouping, of selecting temporary leaders, of assigning questions, and of recording conclusions and summaries.

While the committees engaged in these discussions the principal moved from group to group, noting the relevance of the content, answering questions pertaining to semantics, rephrasing the original questions to channel digressive thoughts, suggesting a point to give a fillip to the discussion and to share in the enjoyment of some humor.

Conscious of the time limitation, the committees generally hewed close to the line of the question and accomplished a great deal, as can be seen by the summaries. There was some pleading for more time at the expiration of the period, but it was pointed out that additional contributions could be made during the general faculty discussion.

In the serial order of the assigned questions the secretary of each committee presented a summary of the group discussion. Following each report the entire faculty joined in its consideration, evaluating, illustrating, explaining, enriching, and restating. These summaries were submitted to me for collating, mimeographing, and distribution to the teachers. The reader may judge for himself the results of this conference by reading the appended reports.

This was the first time during the year that our meeting had overrun the usual hour, but the significant remark by one teacher, "I don't know where the time went," gives some indication of the level of interest and span of attention. During the course of the week following this conference I received from the teachers a number of favorable reactions to this type of meeting. Time alone will tell whether our deliberations will have the desired effect on the attitudes of the teachers and the achievements of our school.

Summaries of "6 x 6" Faculty Discussion on Democracy in Administration

1. What is democratic administration?

a. By democratic administration is meant cooperation among principal, assistants, and faculty in the consideration and adoption of school policies consistent with the by-laws of the board of education.

b. As a result of consultation and conferences with the staff there should be a clear understanding of the purposes and nature of new policies. Unity and agreement should be sought before the introduction of new practices.

c. The faculty feels free to evaluate

existing procedures and policies for the purpose of offering constructive suggestions.

2. Why are many educators espousing the extension of democracy in administration?

a. We live in a democracy.

b. As educators we must teach in a democratic atmosphere. Democratic administration seeps down to the staff and from staff to pupils. Thus, "democracy is caught, not taught."

c. We think our way of life is best for us and if we wish to extend it to other areas we must show others, by example, that it works.

d. In a school where teachers have a greater "say" and a broader understanding of policies and decisions, they are more likely to go along with these decisions and policies.

e. Teachers whose suggestions are adopted will have greater faith in the administration.

f. This two-way avenue leads to better *rapprochement* between the administration and the staff, which results in a greater efficiency in the school.

g. Democracy involves leadership rather than authoritarianism.

3. How can democratic administration be obtained?

a. Open-door policy must prevail between supervisors and teachers.

b. The Teachers Interest Committee should have a voice in administrative policies of school.

c. Before such policies change they should be discussed with the T.I.C.

d. Equalization and rotation of special assignments and duties, e.g., type of class, grade of work.

e. Democratic procedures at conferences. Teachers should feel free to express point of view without censure or repercussions.

f. The school routine, conferences,

practices, and procedures should be teacher-dominated rather than principal-dominated.

g. The teacher has basic responsibilities to the school, pupils, parents, and supervisors in a democratic school.

4. Additional responsibilities implied for the teacher.

a. Teachers should participate in planning the curriculum. Especially these days, when the course of study in many subject areas is being re-assessed, teachers are in a crucial position to give of their experience in determining the scope of the work, materials to be included for enrichment, for guidance, and for remedial instruction.

b. Teachers should help to plan assembly programs. The talents of each teacher should be utilized in presenting rich and varied experiences. The teacher should make every effort to develop and present the type of program for which he is best suited, with maximum cooperation from other departments of the school.

c. Teachers should participate fully at faculty and departmental conferences. Faculty members should participate in planning policies, in organizing programs of action, and in making decisions.

d. Teachers should have a hand in planning, executing, and appraising educational policies and activities of the school, in setting up standards of scholastic and disciplinary procedures.

e. Teachers should organize the learning experiences and talents of children, including student participation in the administration of the school.

f. Teachers should be consulted in any administrative changes and should feel free to suggest and criticize.

g. Teachers should work cooperatively with other teachers, supervisors, parents, and custodial staff.

h. Teachers should work cooperatively with the guidance counselor and outside agencies.

EDITOR'S NOTE

"For some time I have been concerned with the improvement of the general faculty conference," writes Mr. Flinker, principal of Straus Junior High School, Brooklyn, N.Y. "We have tried a number of devices and procedures to stimulate interest and enthusiasm for our teacher meetings. The type I describe in the enclosed article is one of the most successful we have had. I hope that by the publication of this account other administrators will be helped and encouraged to publish descriptions of their most effective conferences."

i. Teachers should help and guide substitutes and new teachers.

j. Teachers should feel free to appraise emergency situations and assume initiative and leadership in meeting the needs of the school.

5. How does democratic administration affect the principal's responsibility for the effective functioning of the school?

a. The principal's responsibility for the effective functioning of the school is in no way diminished by the operation of democratic administration. He is looked to by the teachers, parents, and pupils for leadership and guidance.

b. Since democratic administration involves the operation of the group process and a reconciliation of viewpoints to form a program acceptable to all, the principal's responsibility is shared by the staff.

6. How do we know whether democratic administration is achieving its goal?

a. The school atmosphere is cooperative and informal. Teachers feel relaxed and interest themselves vitally in the progress of the school's program.

b. There is cooperative teamwork on four levels: administrative, faculty, pupil, parent.

c. Teachers have individual freedom to do creative work.

d. The staff is inspired to do original planning.

e. The various departments cooperate for the purpose of integrating the instructional program.

f. Rather than having fear of any person, faculty members have a mutual respect for the dignity and achievements of each one.

g. Parents feel free to work with the school.

h. Through a democratic student government and council, children feel a definite responsibility for the school's welfare.

i. The faculty feels free to criticize without fear of censure and is responsive to suggestions by supervisors.

j. The Teachers Interest Committee is an active group, sensitive to teacher needs and problems.



* * Tricks of the Trade * *

By TED GORDON

I NEED AN OBJECT—To get transitive verbs across have two pupils be a subject and a transitive verb. The pupil "verb" gives a hint of what verb he or she represents, "like the second verb that Caesar once said." ("I came, I . . . , I conquered.") The pupil adds an object and wins the game. Make it very dramatic in presentation.—*Joseph R. Casey, Puyallup, Wash., High School.*

OLD TYPEWRITERS—Retarded readers often have difficulty in transferring the learning of a written word to the printed word and *vice-versa*. Have pupils write the new words several times, then type them on the same paper with the written words. Result: Fun, learning, and a good use for old or would-be-discarded typewriters.—*Elizabeth Talt, Martinez, Cal., Junior High School.*

TAKE IT OR LEAVE CHEMISTRY—To add zest to an otherwise dull and uninteresting review in chemistry, follow the plan of the radio program,



EDITOR'S NOTE: Readers are invited to submit aids and devices which may be of help to others. Please try to limit contributions to 50 words or fewer—the briefer the better. Original ideas are preferred; if an item is not original, be sure to give your source. This publication reserves all rights to material submitted, and no items will be returned. Address contributions to THE CLEARING HOUSE, Dr. Gordon teaches in East Los Angeles Junior College, Los Angeles, Cal.

"Take It or Leave it." Questions furnished by the pupils are arranged into "categories" and listed on the blackboard. Pupils to try for the \$64 question are selected by drawing names from a hat.—*Mrs. Carle Libby, Baton Rouge, La., High School.*

WHILE OUT OF THE ROOM—Teachers experience situations that sometimes call them from the room. To insure good class behavior, place a word on the board—e.g., lecture, tourney, monologue—and have the class derive twenty words of four or more letters from it. Don't use letters in a word more times than used in the original word. Most words guarantee fifteen minutes of concentration.—*Fred Price, Junior High School No. One, Trenton, N.J.*

MOVING PRESENT—When a pupil, well-known to the class, is to move away, a fine present by class or teacher is a dozen or so addressed postcards with monthly dates and a suggestion to the migrant to "drop a line to the class" about his or her "adventures." N.B. A box of stationery with stamps on the envelopes is an excellent "hint" for the teacher who moves away to "keep in touch."

SOILED VISUAL AIDS—To clean and renew the appearance of soiled photographs, playing cards, and patent-leather accessories, wipe with a cloth dampened with a spray type of window cleaner.—*Western Family.*

Bright students' needs come first:

A "Democratic" Fallacy Is WRECKING US

By

CHARLES A. TONSOR

THE ATOMIC AGE demands the keenest intellects we can produce. We cannot survive in the face of Russian competition if we ignore that fact and focus our attention on the "dumb bunny" who won't learn. The time we waste in trying to teach the unteachable robs the brilliant student of the attention he should be getting and robs the nation of its means of survival.

Society will always need hewers of wood and drawers of water—but society cannot afford to concentrate on their efficient production. When surveys show only 275 potential professors of chemistry available for college teaching throughout the whole nation for next year, they point up the Achilles heel in our struggle for survival. We cannot teach for the demands of the atomic age unless we have teachers.

Has it not impressed people that in every contact with the product of Communist education, the free world has had to take a back seat? In Malaya, England is just holding on and no more. Indo-China, curtains for France; China, curtains for everybody; Korea, curtains for us! Under the fiction of UN action we sacrificed thousands of lives to maintain the status quo.

Western education has given free peoples no slogans, produced no do-or-die fighters among other peoples for its way of life as has Communist education. Western education outside its own borders is tumbling like a house of cards. Its product has been unable to grip the hearts of peoples—so that today over half the world is under the sway of Communism and about another 20 per

cent is teetering in that direction. We have no such conquests to our credit. Even those apparently in our corner, held at a price, are by no means secure. And all this without a single Russian casualty.

Why the difference? Russia calls a spade a spade and concentrates on producing top-flight scientists, mathematicians, and engineers. There is no "general course" in Russia. There is an agricultural course, a trade course where hewers of wood and drawers of water are just that. But first and foremost is the emphasis on brains. And even in elementary school, brains are sought out, trained, and directed.

In our system no such direction is evident. We hold back the bright because we must be democratic, and democratic is assumed to mean levelling down rather than pulling up. And this attitude dominates not only our educationists but our parents as well. Because he has been present in *body* the required number of days, the student *deserves* a diploma. There has even been talk of diplomas for CRMD! Because he has been a good ball player, the student should pass! Should receive a scholarship! And because Mary has high-stepped in the band she should be graduated with honors. Caps and gowns mark many who should have caps and bells.

Along with this has spread the belief, "I don't need an education to get a job." "My brother makes good money driving a truck, why should I be a teacher?" "I don't want an education; I want a job." And to our remonstrance, "Who will give you a job

EDITOR'S NOTE

Dr. Tonsor's proposition is that our schools have given too much time and effort to devising ways of educating the resistant "non-academic" part of our student bodies. He believes that if we are to survive against our present enemies in the world, we shall have to make an about-face and give top priority to providing our bright students with a stimulating education that will give them every opportunity to blossom into superior scientists, mathematicians, engineers—and leaders. And he suggests five ways of doing that. The author is principal of Grover Cleveland High School, Brooklyn, N.Y.

without education?" comes "Let me out and I'll get a job tomorrow." Little thought is given to "Who will provide jobs? Who will think up new industries, new designs?"

Science classes are dwindling, mathematics classes are dwindling, language courses are dwindling. Nobody wants to do hard, intellectual labor. Yet if somebody doesn't we'll all have to learn to speak Russian.

We cannot let so many high I.Q.'s grow into unadjusted, antisocial individuals and flunkers. The hard workers of lower I.Q. will come along, but we need the brilliant to set the stage for them.

Russia's tremendous inventive advance has resulted from her enlistment into her program of the best brains of Germany. It didn't take her long to develop the H-bomb. Some claim we got ours after she had produced hers. A country with no naval traditions has the world's next largest fleet of submarines. Brain-power, pure and simple.

There is a Gresham's law in education as in finance—bad money drives out good, bad education drives out good. If we focus on the non-performing elements of the population and rate them as high as the able students under the theory of "working to capacity" the able students will resist being

placed in classes where they have to work harder for lower marks.

It's time we call a spade a spade and let the hewers of wood and drawers of water know that they are such and not pull down the bright to the level of the hewers of wood and drawers of water. In fact, unless we train them to a willingness to recognize and follow the expert in fields where the expert alone can function we are penalizing ourselves two ways. We are not training leaders and we are not training enlightened followers.

It is perfectly easy to go through the motions of training the bright, but more than motions are required. They need:

1. *Sympathetic and stimulating teachers*—not necessarily geniuses, but teachers whom students will listen to, talk with, bring problems to, and with whom they can raise questions. Often bright students get along very well with teachers who are not nearly as gifted as themselves but who can indicate avenues to be explored, means to be tried, possible means of testing and the like—teachers with vast human interest and keen subject interest.

2. *A selective curriculum.* Science and mathematics go together—lots of both. In fact, science today picks up the problem where mathematics leaves off. The day of the empiricist is passed. The mathematical physicist is the need. Science, mathematics, and engineering are a natural since the engineer picks up where the scientist leaves off. The chemical engineer produces a plant to perform what took place in a test tube. The plane-designer picks up from the wind tunnel and produces the design for the plane, and the industrial engineer gets it into production.

3. *A "tough" curriculum*—one that requires and rewards hard work, for these people will spend hours in laboratory and planning work, testing, and analysis, and must be trained to stand the gaff. They cannot be so trained in a class of lesser ability.

4. *A broad curriculum.* The scientist

must learn to respect the gifted in social fields and fine arts and literature just as those gifted in these fields must learn to respect the scientist. The problem of human relations is all important and can well be the hub of the wheel about which all other activities turn. As Terence put it: *Nihil humanum mihi alienum puto*—"It is my belief that nothing which concerns human beings is outside my field of responsibility."

5. *Small classes and if necessary, longer periods for these* at the expense of the "look, talk, and listen classes." The latter will develop primarily attitudes and appreciations; the extended classes, knowledge, skill, production. The old lock-step of equal pe-

riods may have to go and double periods be brought into the program. In no other way can we get what the times demand.

This is no easy program; he who teaches it will have hard work to do. He may have resource units to prepare, resource persons to bring in, self-teaching units to get out of all of them a chore, but a rewarding chore because of the contribution they make to a richer life. He cannot, however, be expected to teach a group made up of all levels of ability in a "strategic" subject. It won't work.

Isn't it about time we call a spade a spade even if some would rather call it a d—shovel?

* * Findings * *

"PHENOMENAL": In the 6-year period ending in 1953-54, Kansas elementary-school teachers who have degrees rose from 26.6% to 46.8%—while those with fewer than 60 college hours dropped from 46.1% to 5.5%, and those with fewer than 30 college hours shot down from 28% to less than 1%. This improvement in preparation, says Minter E. Brown in *Kansas Teacher*, made during a period of teacher shortage when there was pressure to lower standards, is "phenomenal." Kansas high-school teachers are required to have degrees. But in the same 6-year period, those with degrees above a bachelor's rose from 24.3% to 30.8%—an increase of about 25%. More and more parents want "expert" teachers for their children, says Mr. Brown: "The person without a master's will feel increasing competition for desirable high-school positions."

CUTTING MATH FAILURE: Concerned about the high proportion of failures in academic mathe-

matics courses in Morris High School, The Bronx, N. Y., says Irving Allen Dodes in *High Points*, the teachers agreed to try a guidance project on pupils they felt were poor risks for further academic math.

They submitted to the department chairman the names of about 100 such pupils in their current academic mathematics courses. At the beginning of the next semester only 79 of the pupils were still in school. The chairman interviewed each "and indicated as tactfully as possible the advantages of the general mathematics courses for pupils who weren't going to college."

The results for the next semester follow: 25 pupils dropped math entirely; 20 "switched" to general math, and 18 (90%) passed; 26 continued in academic mathematics and 81% failed; 8 elected to repeat their academic math course—and of these 7 (87%) passed it, but all 7 (100%) failed in their next academic math course.

Mr. Dodes concludes that on the whole the teachers were accurate in spotting pupils who couldn't succeed in academic mathematics; and that when the guidance offered was accepted, a high proportion of the pupils succeeded; and when the guidance was rejected, almost as high a proportion of the pupils found themselves in hot water.

An odd thing noted by Mr. Dodes is that the pupils who rejected guidance did so to protect their social standing and avoid the stigma of mental inferiority: "they did not resent or mind failure, as long as they remained in the academic course."

EDITOR'S NOTE: Good bad, indifferent or important, there is a great amount of counting studies and other research going on in the field of education. We think readers will be interested in brief, unqualified summaries of some main points in some of the findings. Lack of space prohibits much explanation of methods used, degree of accuracy or conclusiveness, and sometimes even the scope of the study.

DOSSIER

*Sheet gives pupils facts
about me and my policies*

ON THE TEACHER

By
VAL FOUBERT

THERE IS very little likelihood that in any pre-term institute I will ever be called upon to lead the assembled teachers and administrators in prayer. The remoteness of the chance of this happening is a blessing in itself, both for me and for my perspiring fellow workers!

But if I ever were invited to the rostrum, I think this would be my opening-day prayer: "Lord, tell us how to teach this year. Tell us how to fulfill the stupendous responsibility that is ours—the guiding of young people into the paths of knowledge and rightfulness. Tell us above all how to teach our youth to love mankind."

Amen! you say. Divine inspiration would be welcome during the early days of a new school year. For we all recognize the importance of a Good Beginning.

Where to begin? Begin with respecting the pupil. "Teachers are always eager to have their pupils respect them, but how many teachers really respect their pupils?"¹ asked one great teacher. "Billy" Phelps knew in his teaching wisdom that the most effective instruction invariably occurs in a classroom where the atmosphere is characterized by friendliness, sympathy, and understanding.

Let us explore the concept that the key to more successful teaching might be the diffusion of the basic principles of human relations. If better social responses are achieved within a given group, will not the pathway to learning be made smoother? What I am suggesting is that in considering

teacher-pupil rapport versus systematic instruction of subject matter, first consideration should be given to rapport. Why is this? Because of that "mystery" element in the chemistry of education: motivation. In the process of moving pupils to learn, they must first be moved to *like* not only their teacher, but the very mood of the room.

A classroom situation where tension has been largely eliminated is motivation in itself. Thus the pattern begins to emerge: (1) Establish the friendly atmosphere by candidness, by example, and by dissemination; (2) periodically and openly evaluate the group's social progress with the class; and (3) better learning will result because pupils are motivated by companionability and lack of tension.

The question which naturally arises here is: Are most teenagers sociable by nature? That is, sociable not in the sense of extroversion (extreme or otherwise), but in the sense of understanding that any group's progress is measured directly in proportion to the cooperativeness of each member.

My answer to this question is yes. Of all the truths about the teens, this one certainly gleams bright as a new quarter: *Most* pupils are constantly searching for some common ground with their teachers. Indeed, most of them are always looking for the confidence, trust, and respect of *all* adults.

Shall we help them find this common bond for which they seek? Certainly. We owe it to them and to ourselves to make it easy for them to discover it. We owe it to them because we want to help our pupils succeed both as students and as human beings; we owe it to ourselves, selfishly, be-

¹William Lyon Phelps, "School Teaching and Discipline," in *Unseen Harvests*, ed. by Claude M. Fuess and Emory S. Bassford (Macmillan, 1947).

cause once we kindle the kindredship of humanness with our pupils, we have introduced the most necessary condition of discovery.

Discovery can take place only if the relationship between the teacher and the student is one of mutual respect. It is especially important that the teacher respect the student, and it will be easy for him to do so if he assumes that the student is someone from whom he may learn.³

If we accept as our thesis the concept that the most effective and enjoyable learning will result in a classroom where tact, sympathy, and mutual respect between pupil and teacher prevail, we must seek ways to establish the prevalence of those traits.

Accepting this thesis, and believing that most teacher-pupil antagonisms are atavistic throwbacks to the moss-covered days of the subject-centered curriculum, I determined last year to establish a friendly classroom climate at the beginning.

My arsenal of weapons included an informational sheet, distributed on opening day to each pupil in my twelfth-grade English class, entitled "Let There Be Light"; an immediate and continuing emphasis on *esprit de corps* (Television star Jackie Gleason would characterize it as "m-m-m-boy! You're a GOOD GROUP!"); and the use of so-called written "growth guides" designed primarily to deliver periodically some measure of real encouragement.

"Let There Be Light" was a simple communicative experiment. Based on the conviction that unspoken and unwritten policies remain trapped forever in some vacuous never-never land, like a mosquito locked in a bank, it was a written document with three main objectives: (1) to substitute knowledge for ignorance and apprehension among members of a new class; (2) to indicate to pupils whose behavior patterns were overt or outlandish that they would consistently be in the minority throughout the year; and (3) to remove the erroneous idea

that the teacher and the pupil were combatants trying to belabor one another in some odd form of medieval jousting.

Removing ignorance and apprehension in a new class is a big order. Of course it cannot be done in one day. But a start can be made toward giving the pupils a handhold to their teacher's humanness if the teacher is willing to relax his unbending mien a little. *Especially if the teacher is willing to guide his class openly into accepting as one of the year's principal objectives the creation of a friendly classroom.*

"Students rightfully resent being kept in the dark about their teacher's feelings towards them and towards the subject . . ." was the opening line of "Let There Be Light."

Later in the document were my revealing comments on such subjects as favoritism, grading, excuses from class, "pet peeves," and a section entitled "Personal Data" which included, among other items, such down-to-earth gossip as my children's names and ages, various occupations I had held, schools attended, favorite sports, and teams boosted throughout the year. This section was included simply because a pupil had remarked thoughtfully the year before, "You know, sometimes you leave a class at the end of the year and wonder just what the teacher was really like."

EDITOR'S NOTE

The past school year Mr. Foubert conducted a special kind of human relations experiment in his English classes at Puyallup, Wash., Senior High School. He wasn't trying to get the pupils to understand and feel more kindly toward everybody everywhere, or even everybody in Puyallup, Wash.—but just toward himself. As a result, he says, the classroom atmosphere grew universally friendly and learning went on apace. This school year Mr. Foubert is teaching social living at Pomona, Cal., Senior High School.

³ Mark Van Doren, "The Art of Teaching and Being Taught," *op. cit.*

As another pupil remarked in an anonymous reaction to "Let There Be Light," "... at the beginning of the year each student goes into four or five new and different classes. Most likely the teachers are new to the student, as well as the subject. When something such as this sheet is passed out it gives the student a general idea of what is ahead. He gets a viewpoint of your personality, and realizes that since you are so open and informal about this, he is more willing to cooperate and give more of himself to class."

Does this mean substituting helter-skelter "informality" for purposeful group direction? Not at all. The import here, which this particular pupil grasped quite well, was that individual pupils need the security that arises from a comfortable knowledge of what to expect.

Inculcating the desired *entente cordiale* into any class is always difficult. Early in "Light" the seed was planted: "I like the atmosphere in my classroom to be one of wholehearted cooperation and friendliness. I have found that nearly all of my students like this type of atmosphere too. A person in the classroom who does not like to cooperate or to be friendly will find himself in the distinct minority. He will find that the group as a whole will gradually come to look upon him with disfavor. This is never a pleasant feeling."

As the year went by several pupils were to experience this unpleasant feeling as a result of open classroom evaluations. While not named personally, they realized that their attitude had incurred the displeasure of the others. Since the strongest manifestation of the social instinct is the desire to conform to group pattern, the offenders' mannerisms changed noticeably throughout the months.

A somewhat startling reaction inheres in the quaintness of the notion that they, the pupils, and I, the teacher, might not necessarily be antagonists locked in mortal combat. "Let There Be Light" is just what we

need . . . the fact that the room hasn't yet turned into an arena, I would say, is due largely to your expressing definite opposition to this . . .," commented a pupil.

My "definite opposition" had taken this form: "... I do not believe that the classroom is an arena wherein should rage a perpetual struggle between the students, on the one hand, and the teacher, on the other . . . while we are together for the next nine months, I believe we should cultivate and maintain a high regard for one another as human beings."

Another pupil's response: "I'm very pleased and rather fond of my literature class because of the atmosphere. It gives me the feeling of being in the same room with one, big informal family. This contributes greatly to my understanding of any subject."

Even as unelaborate an experiment as "Let There Be Light" needs some evaluating. My method was to hand each pupil this end-of-the-year questionnaire: "(1) Do you think we have achieved our aim this year of having a classroom atmosphere characterized by understanding and friendliness? (2) If your answer to the first question is yes, to what extent do you think such an atmosphere helped you learn the subject itself?"

Two factors establish the validity of the responses: (1) complete anonymity of answers; (2) the replies were written at the end of the year at a time when no pupil had an "axe to grind" in supplying an answer satisfactory to the teacher.

An almost unanimous reaction that we had achieved our aim is difficult to explain, unless, as one pupil wrote, "... everyone seemed to be interested in comments made by a student. Nobody knows everything, but we all showed friendliness and understanding toward learning new things in a group. It appeared that everyone was on the same level and would contribute what they knew."

Here are a few other typical answers

written by students in the final survey:

I do believe we have achieved our aim this year by having a classroom atmosphere characterized by understanding . . . everyone has gotten along well with his neighbors and the teacher.

With that kind of an atmosphere in class you are put more at ease. There isn't such a strain. The more strain there is the tenser you are and the less you can do. But no one needs to worry about being tense in this class.

. . . you learn more through friendship than through battling it out. . . .

. . . this class has been about the friendliest class I have ever been in. . . .

. . . I think class spirit should be graded as an "A"!

. . . I like the idea of "Let There Be Light." It gives the student a better feeling at the beginning, and it's better to have it on paper rather than lecturing about it. . . .

Through all the replies ran a constant thread: it was easier to learn in a relaxed environment, and the desired classroom camaraderie had been accomplished more quickly because of "Let There Be Light."

Perhaps because our time is the "age of anxiety" there is more than ever a need for greater emphasis in the area of human relations. The upcoming generation can contribute to this area only if they have been impressed with the importance of their responsibilities to mankind. Impressing teenage pupils with the significance of brotherhood is not easy. For the young person

under our guidance is experiencing difficult years, we know. Beset with glandular changes, conflicts, worries and anxieties, nature is shifting gears within his body and soul. And all this bewilderment is complicated and amplified by the twin traits of our era: insecurity and fear.

Teachers and pupils have a common bond of humanness. What is important is that teachers reveal their human qualities early and openly. For if we desire to infuse in our charges an awareness of man's social obligations, we must possess that awareness ourselves.

In reality we have here a simple idea. The difficulty arises in implementing it. It is obvious that men the world over have not been too successful in handling this idea. Our total environment is a canvas painted by a madman. Knowing that our entire civilization rests upon shifting sands makes it imperative that we shed any remnants of hypocrisy to which we might be stubbornly clinging, and recognize that each classroom is a microcosm of world society, owning all the world's fears and insecurities to some degree.

When we realize this truth, we can as teachers of youth do much to perfect, to mature, to refine, and to stimulate man's awakened interest in man.

Afternoon PTA

By RUSSELL PETTIS ASKUE

The mothers are beautifully dressed, and polite, and
their voices are low.

It's really surprising, the new educational lingo
they know.

But their truant minds anxiously ponder, as programs
drag on until five,

Whether dearly-loved homes are intact, and hunger-crazed
offspring alive.

Interpersonal Relations:

Study establishes standards of comparison for your use in giving a sociometric test

By

PEARL S. LUPIN

LIKE MANY other teachers, I assign a great deal of work in my classes to groups or committees. I have found that giving pupils a choice of those with whom they would or would not like to work not only insures greater success on the projects under way, but also gives me an insight into the interpersonal relations operating in my classroom.

I had often wondered, though, how the situation in my classes might compare with others, and I found that other teachers were raising questions very much like those in my mind—such questions as: Should I expect pupils to make choices of the opposite sex? Does grade level make a difference in the kinds of choices they make? How do other factors, such as religion, standard of living, I.Q., etc., affect their choices? Can teaching techniques be developed to change patterns of acceptance and rejection and overcome group prejudices?

I decided to make some of these questions the subject of my doctoral dissertation, recognizing that many of us in the field of education have felt the need for a fuller understanding of interpersonal relations and their effect upon the learning process.

There are many ways of measuring interpersonal relations, but one of the methods most frequently used is the sociometric test. This usually consists of a series of questions or statements expressing an individual's feelings towards others in a particular group. My study concerned sociometric choices on friendship tests administered to seventh, eighth, and ninth-grade pupils.¹ The test consisted of six statements, the first three representing levels of acceptance feel-

ing and the last three representing levels of rejection feeling, as follows:

1. This person is one of my *best friends*.
2. This person is a *friend* of mine.
3. This person *seems all right* to me.
4. This person *may be all right*, but I don't know.
5. This person I would *not enjoy* having for a friend.
6. This person I would *not want* for a friend of mine.²

Under each statement pupils were allowed to list as many as three names, or none at all if they so desired.

Purposes of the study were to establish standards for comparison and to determine the relationship of patterns of acceptance and rejection to the factors of grade level, standard of living, and sex. The study also tested the reliability of the sociometric friendship test as used for these three grade levels.

The findings of the study, which are summarized here, should not only provide some answers for those teachers who, like myself, are interested in group activities for their pupils, but should also have important implications for all those who desire to improve the learning in the classroom through an understanding of interpersonal relations.

¹ "A Study of Sociometric Choices on Friendship Tests Administered to Seventh, Eighth, and Ninth-Grade Students," by Pearl S. Lupin. Doctoral Dissertation, Teachers College, Temple University, February 1953. The study included data collected from forty-eight classes in twenty-nine schools, fourteen of which were in Philadelphia, and the others in the nearby areas of Eastern Pennsylvania, New Jersey, and Maryland. The total number of pupils involved was 1,525, of whom 739 were boys and 786 girls.

² The form of the friendship test used in this study was devised by Stanford S. Kight, Ed.D., and Harold C. Reppert, Ph.D., of Temple University, Philadelphia 22, Pa.

1. Reliability:

Two friendship tests were administered, approximately one month apart. Similarity of responses on the retest give a highly significant degree of reliability to the sociometric friendship test as used in this study.

What meaning does this have for us as teachers? First of all, these results should increase the use of the sociometric test as a reliable testing instrument. Those of us who may have been hesitant about its use in this respect should feel more confident, and, it is to be hoped, will therefore find more opportunities for taking advantage of this method of measuring interpersonal relations.

Furthermore, the results indicate that first judgments which individuals form of others are to some degree lasting. If no conscious efforts are made to change them, they are likely to remain the same, at least over a time interval of approximately one month. This should provide food for thought for those who may be interested in attempting to change the acceptance and rejection patterns among their pupils.

2. Relationship of patterns of acceptance and rejection to the factors of grade level, standard of living, and sex:

Sex was a highly significant factor in relation to the sociometric friendship choices of these pupils, but the factor of grade level for these three grades showed very little relationship to choices, and the factor of standard of living almost no relationship at all.

The figures indicate a definite tendency on the part of seventh, eighth, and ninth-grade pupils to make choices of their own sex, not only in acceptance, but in rejection as well, although not to as great an extent in the latter case. Percentages of rejection given to boys by girls were significantly higher than those given to girls by boys, indicating a tendency on the part of girls in these grade levels to reject boys more than the reverse.

These findings indicate that little attention need be paid to differences in standard of living or grade level in the seventh, eighth, and ninth grades, but that much attention should be given to the factor of sex. An awareness of the extent of significant differences among sex classifications in these grades is essential to our understanding of the classroom group. Our ability to cope with these differences as they affect the social climate and the learning situation in our classes depends first upon our recognition of the differences and the extent to which they are present.

3. Standards for comparison:

Teachers interested in comparing their classes with others may use the following procedure¹:

1. Give the sociometric test described here to your pupils.

2. Count the number of first-, second-, and third-place acceptances or rejections, weighting them 3, 2, and 1.

3. Add the numbers for any given category in Table I. For example, add all the acceptances given to boys by boys.

4. Figure out the total possible number of choices in any given category, e.g., the total possible number of choices boys could have given to boys. (If there are ten or more boys, multiply the number of boys by 18, the total possible weighting.)

¹A detailed account of this procedure may be found in the original study. See footnote 1.

EDITOR'S NOTE

If you make a sociometric test to discover the pattern of relationships of the pupils in any of your classes, you now can use standards to see how the patterns of your classes compare with the averages of numerous such tests, says Mrs. Lupin. She reports the results of her study to establish such "norms," and explains how to use them. The author teaches in Elkton, Md., High School and in the Extension Division of the University of Delaware.

TABLE I
AVERAGE PERCENTAGES OF INTERACTION CLASSIFIED BY SEX

Direction of Interaction	Acceptances	Rejections	Interactions (Acceptances plus rejections)
To boys by boys	73.2	23.8	48.5
To girls by girls	76.4	22.5	49.4
To same sex	74.9	23.1	49.0
To boys by girls	8.8	23.9	16.4
To girls by boys	9.2	13.7	11.4
To opposite sex	9.0	19.0	14.0
To total class	83.5	42.0	62.8

5. Divide the number of choices *actually given* by the total possible in order to obtain the *percentage* of choices.

6. Compare your class with the standards set up in Table I, which lists the average of all the percentages obtained for the classes tested in the study.

Comparison with the Table I percentages should lend meaning to the results achieved in your classroom. For example, if you want to see how your class compares with the standards, you would look up the particular classification needed. If you have a class in which the percentage of acceptances boys give to boys was, let us say, 75%, you would see at a glance that your class is very close to the average, 73.2%, in this respect. If, on the other hand, the figure for that category in your class is 45%, you would see that your class is some distance from the average. A teacher who finds that his class may have digressed far from the average may wish to study the situation to determine what factors might be operating

to influence the students' choices.

Of course, all the questions I had at the start have not been answered. This study was only a beginning, and there are innumerable opportunities for further research. Sociometric testing in the classroom has broad implications that should lead to the discovery of further valuable data of help not only to the classroom teacher, but to the psychologist, the sociologist, the social worker, the industrialist—in fact, all those who are interested in or affected by group relations.

Many teachers will be interested in studies which consider factors not included here, such as race, religion, nationality background, geographic location, age, or IQ. Certainly, as the factors which influence choices are revealed, we shall be able to proceed more rapidly along the road to an understanding of interpersonal relations, and this in turn should be reflected in the development of teaching techniques to meet the needs of our student groups.

Beating Around the Bush

Many counseling interviews start out with what might be considered a distinctly unprofessional approach involving entirely too much friendly exchange discussing unessentials. Everyone concerned with counseling recognizes that, particularly at the initial contact, some time must be taken for building rapport. However, when this time runs to 15 or

20 minutes and the only thing under discussion during that period has been current sports events or the like, it would appear that possibly precious counseling time is being lost.—PAUL L. DRESSEL (who listened to "a fairly large number of recorded interviews") in *Personnel and Guidance Journal*.

Long Beach Schools' Publicity Plan: **KEEP A STEP AHEAD**

By GERALD PRINDIVILLE

LONG BEACH is one of the relatively new metropolitan cities of the west coast. It is the fifth largest city in California and thirty-ninth in the nation. It is situated in one of the fastest growing areas of California. The city of Long Beach, however, represents only a part of the Long Beach Unified School District. Lakewood Village, reputed to be the largest home construction program in the world—over 35,000 homes, fabulous Signal Hills, and the Santa Catalina island resort are also parts of the school district. The population of the entire district is now estimated at 375,000 people.

At present, the Long Beach Unified School District comprises 49 elementary schools, 11 junior high schools, 5 senior high schools, and Long Beach City College. To put it mildly, Long Beach has been experiencing many post-war growing pains, as evidenced by the fact that during the past 8 years 23 elementary schools, 4 junior high schools, and major additions to over 35 existing school plants have been constructed. Other new schools are presently being built. Obviously, much planning and hard work have been necessary in order to meet community needs in a satisfactory manner.

There is an inscription on the Washington monument which reads: "What Is Past Is Prologue." Once a touring visitor asked: "What does that inscription mean?" And the taxi driver replied: "Oh, that means ain't seen nothing yet—you got to look ahead." The Long Beach board of education has adopted a policy of exercising as much foresight as possible in anticipating the educational needs of the people.

For example, Long Beach had been sur-

veying its future needs and planning for its junior-high-school building program for three years before the great wave of war babies was ready for junior high school. As a result the new school plants were ready for occupancy when they were needed. When the administration and teaching personnel of Long Beach correctly anticipated the attitude of the public in regard to communism in the schools they voluntarily signed loyalty oaths more than three months before any other school district in California had done so. Naturally, this was news, and much favorable publicity resulted.

Americans are renowned for their insatiable curiosity. They want to know the how and why of things as well as the what. Superintendent Douglass Newcomb has tried to give the people the what, why, and how of education in Long Beach through the use of many pamphlets, letters, and reports to parents. One such leaflet, the first of a series of four entitled "You Have a Right to Know," describes "the situation in your schools" in graphic form.

For example: In Long Beach there were 66,977 dwellings in 1940 and 109,563 in 1950, with 10-15,000 expected to be built within a year. There were 169,271 residents in 1940, and 282,149 in 1950, and more than 40,000 more coming in the next twelve months. There were 11,990 elementary-school children in 1940, and 27,460 in 1950. This picture was concluded with a letter to parents from Superintendent Newcomb in which he explained projected classroom shortages, what has been done to solve the problem, and what needs to be accomplished.

"You Have a Right to Know" about secondary-school enrolments is the second of the series. It was also designed in chart form, giving elementary, junior-high, and senior-high-school enrolments in 1950, with secondary-school growth patterns projected into 1955 and 1960. Another letter from the superintendent explained "our growth problem on the secondary level." No appeal was made for money, or buildings.

"You Have a Right to Know" that the lid has been kept on Long Beach public-school costs was designed to give folks who are tax conscious more confidence in the policies of the board of education, and in the manner in which "your" schools are administered. Briefly, this leaflet indicates that during the past decade the price of clothing has risen 102 per cent, home furnishings 105 per cent, food 131 per cent, education in Long Beach 57 per cent—and further, that school tax rates and bonding tax rates have increased relatively little.

Now, you are asking the \$64 question: "Did the people vote for more money for the schools?" The answer is yes. Three times in five years the people voiced an overwhelming "yes" to an \$8,000,000, a \$15,000,000, and a \$20,000,000 request for funds for schools.

Harry Frishman, supervisor of publications at Long Beach, states that one of the secrets in writing pamphlets for the public is to keep them simple. He recalls the instance of the secondary-school principal who talked to a group of parents about certain secondary-school curriculum developments for an hour. When the administrator had finished, one man said, "Thank you for the talk, Mr. Principal. Now can we get down to these high-school problems?" People are more apt to like something if they understand it.

"What did you do in school today, Bobbie?" is a stock question at the American dinner table. All too often the stock answer is "Oh, nothing." There are many reasons why reports from children them-

selves are not the most authentic ways of getting school information, according to the Long Beach board. Yet they feel that parents have a right to know what goes on during each hour of the day at school—what subjects are taught, and how Bobbie and Jane occupy their time. Members of the Long Beach board of education collectively answer questions about what is being taught and how the school day is divided in "The Three R's and More."

There are many people from the great Midwest who now reside in the Long Beach environs. Some of the farm folk from these areas still have a well-known recipe for cooking a rabbit. It goes like this: First, catch the rabbit. By the same token, first, what are the parents' problems?

Teachers are cautioned that the only way to determine the parents' problems is by listening and listening some more. Instead of discussing (pedagugese for arguing) a problem, Long Beach recommends the "what do you think about it" approach, and the "I certainly do sympathize with you" attitude, so that problems may be brought out in the easy way.

We take it for granted that Benjamin Franklin was a great man. Long Beach particularly appreciates the wisdom of Franklin's "a stitch in time" proverb. When honest citizens, pressure groups, or vociferous minorities raise a hue and cry in neighboring California cities, Long Beach analyzes the situation carefully. In short order the board of education, through its supervisor of publications, is explaining how their schools are handling these problems before the questions are raised by the residents of the beach city.

Recently, when there was a great clamor about the lack of fundamentals in schools of neighboring communities, Long Beach did not rely on its numerous previous publications. Instead it launched a new "Parents Go to School Program" in which parents, patrons, and citizens attended school classes during the evening. Teachers cov-

ered the identical material that they had taught the pupils during the day. The vast majority of the attending adults was well satisfied that America's children are getting a full portion of fundamentals, and citizenship, too.

If notes to parents are friendly, easy to understand, and constructive they will be more pleasing to the reader, according to Mr. Frishman. It is not hard to choose which of the following illustrations represents recommended practice in Long Beach:

No: "Dear Parent: Please do not send your child to school before 8:30 A.M. as local school regulations forbid it. Thank you for your cooperation."

Yes: "Dear Mr. and Mrs. Brown: We share with you the desire for the best possible supervision for your children during the time they are on the school playground. I regret very much to advise you that due to the pressure of other 'before school' duties of our teachers it is most difficult for the school to provide playground supervision before 8:30 A.M. Our school will appreciate your kind help in caring for Johnny until a half hour before classes begin. If there is some reason why your youngster must come to school early, perhaps we could have a chat at your convenience. Sincerely."

Long Beach schools were proud of their new pupil-reporting system. Many staff members from the high schools, junior high schools, and elementary schools had worked laboriously over a two-year period revising and perfecting the old report cards. After the new cards were put into use a number of parents complained that they didn't know what the new report cards meant. The educational jargon and finesse only served to confuse parents rather than tell them about their children's progress.

Yet report cards are for parents. So Long Beach invited the parents—and interested newspapermen, too—to assist in drafting new report cards. The parents responded beautifully and accomplished the job with spectacular success, even though it turned

EDITOR'S NOTE

Dr. Gerald Prindiville, professor of education at Los Angeles State College, Los Angeles, Cal., writes that he has been investigating the public relations programs of a number of city school systems. He considers the program of the Long Beach, Cal., Public Schools "the best organized and also the most effective," and thinks CLEARING HOUSE readers will be interested in some of the practices he found in use in that system.

out to be a much bigger job than any parent had ever dreamed it would be.

What do you plan to do when you're seventy? Chances are that among other things you'll be interested in politics—local and national. You'll probably take your voting privileges very seriously. You'd probably enjoy attending a Senior Citizens' Forum on World Affairs, or serving on Senior Citizens' Advisory Committees, or possibly taking a leisure-time class, as thousands of other old people are doing at the Long Beach Adult Classes. In this fertile area the Long Beach board of education has virtually created an avid group of boosters from people who had almost forgotten about the public schools.

No single agency in America wields so much power for forming public opinion as the press. At the same time, the Long Beach board of education holds that the good things their schools are constantly doing must be made known to the public. Long ago Thoreau had the answer when he heard that a new device called a telephone had been invented, by which people could talk from Boston to Baltimore. The first thing he asked was, "What are they going to say?" Further, Long Beach is interested in influencing newspapers to print what the schools want them to say.

Harry Frishman, a former newspaper man himself, analyzes the issue by asking the question, "What do the newspapers

want of the schools?" And he answers it by saying, "Newspapers want to be certain that they can get school news when they need it." The board of education gives all school information, except children's IQ's and confidential reports on teachers, to the press on an impartial basis—with the reservation that Long Beach papers come first.

To sum it up, the three R's of the public-information program at Long Beach are: (1) Rapport. There must be a desirable working relationship built upon good will and mutual confidence. (2) Reporting. All important school news must be made available to the press with accurate interpretation all the time. (3) Reciprocity. The butcher, the baker, and grocer say, "I will trade with you if you will buy my products." Mutual trade agreements are one of the foundations of business and commerce. By the same token, newspapers are tremendously more helpful when school administrators actively cooperate with them.

When your wife is entertaining and she has just served the last piece of cake she offers the guests cookies. And if schools can't give the people what they want it is

in order to offer them a satisfactory substitute.

The board of education can't approve every applicant for high-school contests; however, the desirable substitute may be to permit the organization concerned to present a prize or donate an annual award to a pupil who has been selected by the faculty.

When endeavoring to influence public opinion administrators might well keep in mind the lady who complimented the minister on his fine sermon. "It was very good, Reverend," she said. "Everything you said pertained to someone I know." Conversely, the schools have many different publics and no one technique will reach everybody.

Louis Lundborg, vice-president of the Bank of America, recently said, "A good product must be sold continually, as the market is constantly changing. First sell the product, and then sell the brand name." That is why the board of education uses all avenues of approach in unceasingly selling the product and the brand name—education for boys and girls in Long Beach.



Pupils Learn to "Pitch to Our Weaknesses"

Students seem to have very little difficulty in categorizing their teachers. In junior high school—and possibly even in grammar school—those who want to make "good grades" have started the process of learning their teachers. These pupils practice their art on through high school, and by the time they have reached college they have become quite adept in it. Though the student doesn't actually flatter the teacher, he certainly knows how to gain the teacher's approval.

If Miss Brown likes to have questions asked in class, Bobby reads just enough of his lesson to enable him to ask a question and thus impresses Miss Brown. Mary, who is in Mrs. Green's class, never voices her ideas on a certain issue because she has been informed that Mrs. Green uses a method of

teaching which has no room for unplanned classroom discussion. These children know what their teachers like because the pupils of the year before have taught them. Unlike students, teachers tend to become static.

It seems that far too many teachers either consciously or unconsciously try to mold all their pupils into little replicas of the kind of student they like best to teach. The young people most susceptible to this treatment, especially on the high-school level, are those conscientious ones who are anxious to make good grades and succeed in pleasing their teacher, even if it means not using or developing some of their potentialities.—BETTY JEAN WYANT in *Peabody Journal of Education*.

Assessing Menace Values:

A 9th Grade Panel Considers RADIO, TV, COMICS

By
ELLEN ORSBORN

RECENTLY MY ORAL English classes organized and presented a panel discussion. The entire class spent two days in the library learning to use the *Reader's Guide*, looking up and reading articles related to the subject. The third day the panel group of six elected a chairman, returned to the library, and completed their plans for the discussion.

The finished product was more than I could have hoped for from ninth-grade pupils. The thought that went into the preparation was obvious, and the pupils seemed concerned with the question. (All classes used the same topic, which the first-hour class chose.) After hearing this discussion and evaluating the thinking that these boys and girls did, my faith in the youth of today is furthered.

Because I was so pleased and the discussion was so interesting, I found myself taking notes. I felt that the ideas these young people had, just as they presented them, would be of interest to me and perhaps to others.

The groups felt that comics have an unfavorable influence on literature. Publishing companies, in an effort to compete with the comics being sold in such vast quantities, are now printing classics in comic form. Thus, children lose interest in good literature and only want to read if the material is accompanied by pictures. In the horror comics the pictures often reach the point of obscenity, which is especially bad as fare for those small children who cannot read.

One psychiatrist doing a study on comics

said, "If I could control all the editorial material that goes into comic books I could completely shape the future thinking of this country." He concluded, "I know full well only the rarest kind of the best is good enough for our children, and comics aren't the best."

Most of the young people seemed to feel that:

1. A proper balance, even in comics reading, is important.
2. The retarded reader likes them. (Some expressed the opinion that he is often one who is easily influenced.)
3. Comics foster a kind of fantasy and thrill which may distort the values of the child.
4. If the child reads enough good books a few comics will not harm him, as it is balance, as we mentioned, that is important.
5. Too many parents read them and see nothing wrong with them.
6. On the other hand, there are many parents who

EDITOR'S NOTE

Mrs. Orsborn's oral English classes in Manhattan, Kan., Junior High School recently conducted a panel discussion on the influence of radio and television programs, and comic books, on young people. They dealt with the favorable and unfavorable aspects of various kinds of programs and comics. Mrs. Orsborn thought that CLEARING HOUSE readers would be interested in the trend of opinions. She believes that even though some of the speakers' statements may have been loftier than their habits, the airing of the whole problem may have had some good effects.

do not know just what their children are reading. They don't look at the material carefully.

7. "Fantasy" comics such as Bugs Bunny are all right. Children outgrow the fantasy just as they outgrow the Santa Claus theory.

8. Radio and television programs are not of the quality that they should be for children.

9. Most radio and television programs are slanted toward adults. There should be more programs staged for children.

10. Radio and television are too exaggerated. One girl said, "In most romantic stories the people meet one day and marry the next. That's not the way it's done."

According to one authority, a judge of a juvenile court, 95 per cent of the juvenile delinquency cases he dealt with were children who had comic books in their possession, and most of these books were of a lurid nature. This, of course, does not conclusively prove that the 20 per cent increase in juvenile delinquency since 1947 can be attributed to the rise in the reading of comic books. However, the pupils seem to feel that crime comics do give children ideas. The pupils gave examples of their

own play and conversation, and the boys mentioned that some of the things they say to one another do come from comic books.

In conclusion, the pupils felt that parents should have the final word. In the discussion carried on in the classroom after the panel had finished, one girl said, "I don't see why comics, TV, radio, or anything should interfere with our schoolwork or the family plans. My parents just say, 'Pat, you can't listen to that program,' or 'Pat, you do your home work first—then you may watch TV.'"

Another said, "If we don't have the judgment, our parents should have." They felt that the parents are the towers on which they can or should lean.

Though I was impressed with their observations, I realize fully that tomorrow I may see some of these young people with comic books in their hands. However, I do have the sincere feeling that they do a great deal of thinking about such matters . . . perhaps more than we give them credit for.

Reassurance—a Little and a Great Thing

By ONAS C. SCANDRETTE

I was in the eighth grade at a one-room rural school and had a new teacher. Although I had always done rather well in school, I had a deeply ingrained inferiority feeling and needed frequent reassurance. My previous teacher, who had taught the home school for three years, realized that I had this need and satisfied it. The new teacher, although an excellent instructor, did not give me the feeling of security that I needed. I worried almost constantly about passing the eighth-grade finals.

One day I asked my sister to stay after school and ask the teacher whether she thought I would pass. The teacher, who had confidence in my ability, replied, "I'm not a bit worried."

When this remark was relayed to me, my reaction was that she *didn't care* whether I passed or not. After considerable pleading, I persuaded my parents to let me ride my pony four miles to the school taught by my former teacher. The closer school, the one I had attended for seven years, was only a mile from home.

The remainder of the year I rode four long miles, often in cold weather and through heavy snowdrifts, to get the security I needed. I underwent considerable physical discomfort—without complaint, in order to be reassured.

Too often we keep quiet when we should be giving our pupils a verbal boost.

Counselor Takes the Rap:

Resistance, Adolescence, Parents

By
ARTHUR LERNER

EACH HUMAN being is an *experiencing* entity. Furthermore, each member of the *genus homo* is a *specific experiencing* entity, living within a *specific environment*, having *specific feelings, needs, and desires*. Thus, no two individuals ever feel, act, or think exactly alike. Even among those who exhibit strong similarity of feelings, actions, and behavior patterns, there are always variations—slight though they may be—which often escape the eyes and the ears of the most trained observers.

Three phenomena of the counseling experience often revolve about *Resistances, Adolescents, and Parents*. Most counselors, during their professional experience, have at one time or another been forced to take the RAP. Herein, the aim is to comment briefly about each.

Meaning of Resistance

There is an old axiom in psychiatry that resistance against a new idea is not primarily directed against the new idea *per se*. Such resistance often appears to be a way of protesting and preventing the putting forth of effort and energy to embarrass or even intelligently uphold the new idea. This phenomena of resistance may take various forms and shapes. In the main, however, it is vitally tied up with the feeling of omnipotence, which man seems to enjoy. Incidentally, it should be pointed out that a certain amount of omnipotence appears to be necessary to sustain personality integration.

It is interesting to observe how resistance often creeps into everyday conversation. So many times one hears these words or

thoughts expressed to the same effect, "Why think about these things? They're too hard. Just let nature take its course and the job will take care of itself." Also, counselors and teachers are well acquainted with "It's too hard for me. I can't do it. Etc."

It should be emphasized, however, that even under the most favorable conditions, where a student or counselee may really desire help, resistance may be displayed in obtaining and properly using such help. The best skill a counselor can manifest in such situations appears to be in recognizing, understanding, and appreciating the differentiation between the help being received and desired by the counselee on the one hand, and his resistance against putting forth effort to "take hold" of such help and properly use it.

As counselors, it is best for us to remember that time, patience, and an understanding and appreciation of what change really means for the individual is a most vital part of our professional discipline. How often have we heard counselees exclaim, "I guess it's taking a little time, but I think things will shape out. I'm working on it now." Or, "At first, I couldn't understand what was good for me. Now I feel I'm on the right road."

The point being stressed is the necessity for a realistic awareness on the part of counselors of the meaning of resistance in the counselor-counselee relationship. The counselor can recognize and respect the counselee's resistance about obtaining help without losing sight of the fact that the counselee may really want help. This seems to be important in the helping process.

EDITOR'S NOTE

The counselor often finds himself on the horns of one or more of three particular dilemmas, says Mr. Lerner. He calls them "the RAP"—Resistance, Adolescence, and Parents. And he has some suggestions on how it's easiest for the counselor to "take the RAP." The author teaches classes of emotionally disturbed, retarded, and remedial-problem pupils in Abraham Lincoln High School, Los Angeles, Cal. In addition, he is counselor at Los Angeles City Jail, "where I work in the area of group counseling and dynamics with male alcoholics and other inmates."

Behavior of the Adolescent

In dealing with young people of adolescent years, one is constantly impressed by the fact that an extreme form of behavior is quite *normal* during this age period. For example, it is common to hear an adolescent praise his elders, teachers, parents, and other authoritative figures one minute and criticize them the next moment. Observing adolescents at work and play, one becomes impressed with the fact that friends easily become foes, and *vice versa*.

Many brilliant social workers, psychiatrists, teachers, counselors, and elders often commit the common error of considering these extreme forms of conduct during adolescence as *abnormal* in a great majority of instances. It should be observed at this point that adolescence is not a period of life where the physical aspect of behavior can easily be separated from the emotional components of conduct. (Nor is it easy to do the same with other periods of life.)

The "growing pains" along all fronts usually develop quickly during the teen-age years. The adolescent is often bewildered by marked physical changes. These, added to emotional and social patterns, tend to explain somewhat why the teen-age boy or girl gives the impression of *testing* everything and wanting to find things out for

himself. Indeed, it has often been said that the adolescent years are the bridge between childhood and maturity.

As we apply some of the dynamics of the counseling experience with adolescents, the following are some points which appear to be significant:

1. An adolescent, like other human beings, may not have any conscious awareness of the way he behaves and the cause or causes for such behavior.

2. A counselor can help an adolescent not only by helping him to think through his problems, but also by not exceeding the limitations of his own professional qualifications. This also implies making proper outside professional referrals if they are indicated.

3. A counselor should become aware of the importance of social and cultural factors in the lives of adolescents.

4. Adolescents (like so many others), during various stages of their growth, behave out of the way they *feel* and not out of the way the teacher, counselor, or parents may *feel* they ought to behave.

5. Adolescents, like children, can stand almost anything except loss of parental or parental substitute love.

The Counselor and the Parent

In short, then, adolescents may tend to befuddle and try teachers, counselors, and parents. But it should not be taken as *prima facie* evidence that extremes of behavior during adolescent years are definite indications of abnormal behavior aberrations.

It seems advisable to remember that whether it concerns the school or a counseling setting, *parents are parents*. No matter how negative they may appear to be toward their children, one soon observes that somewhere in their make-up they do have a warm spot for their offspring. In general, *parents are very sensitive about their status as parents*. The key to helping parents with their relationship to their children is contact with a non-critical, non-judgmental, ac-

cepting counselor, who, at the same time, is professionally qualified.

The teacher, social worker, lawyer, doctor, psychologist, counselor, or minister can all profit from this principle, born in the fire of experience. The positive feelings involved in parenthood can be used to gain wholesome satisfaction. Parents who see their relationship with their children in the light of their own childhood and treatment by parents are really helping themselves as well as their children. This realization, of course, can never be forced upon a parent. The truth often comes from within.

Counselors are usually aware of taking advantage of the appearance of a parent upon the scene. Often parents discuss their children's problems in relation to their own personal history. This kind of experience with a parent can enable the counselor to obtain vital information and pertinent material related to the counselee's situation.

The counselor should bear in mind the fact that it sometimes take a very trying experience to reveal a parent's true feelings toward children. The latter are more affected by the attitude of their elders in a difficult situation than by the situation

itself. People under stress are generally like people in normal situations. The only difference is that people under stress usually reveal their inner selves much more dynamically, quickly, and clearly.

Concluding Remarks

Finally, it is wise to remind ourselves as clinicians, teachers, and counselors that each counseling situation we meet in our professional roles should not be met as an opportunity for making discoveries to substantiate our pet theories. Every difficult case we may meet is not necessarily the "interesting problem." The recognition that human behavior is to a large extent unconscious should stimulate us to become more efficient and tolerant in our professional capacities.

One should have a sensitiveness toward the quality and intensity of human emotions and feelings. This requires a combination of theory and practice. For theory minus practice is dead and practice without theory is wild. Both are vitally needed when working with people in a professional counseling relationship. Only then can we counselors easily take the rap.



Have the Morticians Dug Up Something?

At a Genesee County teachers' meeting, a Flint businessman said he believed the current teacher shortage could be improved if communities would stop thinking of teachers as "freaks." He suggested that the citizenry should start treating us like doctors and lawyers. Another panel member, a reporter for the *Flint Journal*, thought that if we were paid as well as doctors we would be respected as much as doctors.

It occurred to me that both suggestions were in the "reaching-for-the-moon" category. To the first suggestion I counter that it might be more practical to ask the citizenry to start treating doctors and lawyers like "freaks" so that teachers might then be considered at their level. To the second suggestion—I

Well, my imagination is not that elastic.

Why not take a lesson from the Undertaker of the 'so's. He apparently felt that he was a victim of an undesirable stereotype, so he changed his name. Funeral Director, he became. This gave him a thin veneer—a step in the right direction, at least. Then later he took his name another step nearer to a connotation of real finesse by using the word Mortician.

The next time a stranger asks me, "And what is your line of work?" I am going to answer, "I'm an Educational Director," and note the reaction. Really this title sounds good enough for "keeps," but if it should prove otherwise we can later invent the name Edutician.—H. L. CONNELLY in *Michigan Education Journal*.

WHO RECITES in YOUR CLASSES?

*A study of
participation*

By
SEWARD S. CRAIG

THEY just won't recite!" Often the exclamation meets our ears or slips from our tongue. The statement, of course, may be like so many from our profession—characteristically hyperbolic.

The problem remains, however. To what degree is the statement true? Hardly anyone is privileged to check the degree of truth except within his own classes. Such a check is naturally tempered by the teacher's knowledge of his pupils and his preconceived notion of what is desirable.

The frequency of the cry, limited observation in my own classes, and not infrequent pupil statements ("Why, sir, I never recite!") almost drove me to believe in the truthfulness of the claim that pupils don't recite.

A liberal administration and my own curiosity made possible a check upon the validity of the claim.

Here is how it was done. I set forth to observe in my own classes by a simple recitation check just how many pupils recited each day and how frequently. The chart was a surprise to me. I had been laboring under

what now appeared to be a delusion. I had thought I had fine responses from my pupils. They waved their hands and wiggled in their chairs in their eagerness to be a part of the discussion.

My chart showed that the willingness and the activity were limited to a relatively small portion of the group. After several weeks of checking, I held conferences with those pupils from whom there had been no recitations.

The frequency with which these pupils vowed that they had never had to recite in class made it seem wise to test the validity of their claims by observations in wider and more varied situations than my own classes afforded.

The method of observation is simple. Any teacher or supervisor can use it in either an individual recitation period or over a series of periods. The larger the number of observations, naturally the greater is the validity of conclusions. In my instance I set forth to obtain 1,000 observations, but became limited by time and programming to 700.

The observations were made in an English department among 27 classes taught by ten teachers. The smallest class had 20 pupils and the largest, 31. The class average was 25.8 pupils. In a class hour 40 minutes in length, the period of observation was 30 minutes. I used a stop watch and a standard seating chart easily adapted to any seating plan used by the teacher.

By the use of simple codes various data may be recorded on the chart. A pupil's offer to recite, indicated by his raised hand, is shown by a check mark. If the teacher

EDITOR'S NOTE

If you use a chart to get the facts on the pupils who recite in your classrooms and those who don't, you may be surprised by the pattern of participation that emerges. Mr. Craig got such a surprise when he studied his pupils' responses. He then charted responses of the pupils in twenty-seven English classes in Thomas Carr Howe High School, Indianapolis, Ind., where he is head of the English department.

then calls upon him, the fact is registered by a dot under the check. If the pupil fails the recitation, a zero appears under the check instead of the dot. If the teacher calls upon a pupil without his offering by a raised hand, the recitation is marked by a dot alone; a wrong response, by an x; and a failure to respond, by a zero. A pupil's question is shown by a question mark.

Now let's examine the results of the 700 (actually 698) observations. Participating pupils totaled 379, or 54.2 per cent. The average per class was 14. Show of hands, signifying a willingness to recite, numbered 753—almost exactly 2 for each pupil or roughly 4 for each participating pupil. There were 406 recitations, or about 54 per cent of those volunteering. Recitations on call, not volunteers, were 142—one-fifth of the number showing hands, or one-fourth of the number reciting as volunteers. Only 45 asked questions, or one-sixteenth of the number showing hands. Of the pupils called upon without volunteering, 16

missed the point, and 17 refused to respond.

In summary, there were in 27 classes, averaging in size 25.8 pupils, 698 observations. Of the 698 present, 379 participated once or oftener in one or more of the manners coded. This represents a 54.2 per cent participation.

Is such response satisfactory? Reasonable? Normal? Each must answer such questions in his own way and to his own satisfaction, and after making his own observations.

This I know. I am now more inclined to believe the child who says to me, "I don't recite; I never have recited." And I am in a better position to meet my colleagues' "They won't recite" with a counter question, "To what degree?"

Such observations have value. If pupil participation is important, then there should be a great deal of it. It is possible that among us are those who will wish to measure pupil participation in their classes against the data shown here—either to our embarrassment or to their own comfort.

Educational News in Iowa 50 Years Ago

We are going back 50 years in *Midland Schools* to bring you a few items from the days when your state association was only a half-century old. . . .

Here are some editorial gems from the 1903-04 school year:

"Principal T. L. Smart says spooning must stop in the Dubuque Schools.

"A Canton Man is suing a Woodbury County school district for \$22.50, which he claims as his just dues for ridding the schoolhouse of 15 skunks. The board hired him at \$1.50 per skunk. He sold the skins for about \$2 each, and now the board claims it should not pay the contract price. The man claims he underwent much pain and anguish, lost a \$10 suit of clothes, and is worthy of his hire. The board offered \$1 per skunk as a compromise, but he rejected it and sued. He proposes to have every scent that is coming to him.

"Mason City has voted \$40,000 for a new school house. Mason City is the largest town in Iowa without a saloon and is still growing rapidly."—W.H.G. in *Midland Schools*.

Curriculum Teamwork

The San Diego City Schools are proud of their record for developing a curriculum to meet the individual needs of more than 65,000 students now enrolled. Our curricular offerings are constantly changing as we try to keep our instruction up to date and as we are given additional assignments by the State Legislature or by our board of education, representing the local community. The teamwork of teachers, principals, instructional specialists, and citizens of our city is basic to all attempts to develop and improve our total curriculum.

During 1953-54 more than 400 teachers, principals, and lay citizens served as members of 14 curriculum steering committees. Many others were members of special sub-committees studying the problems in special subject areas. Each committee made suggestions for possible improvement in our instructional program. These suggestions were evaluated by Instructional Council, the various groups of principals, and the superintendent to decide on the recommendations for action. Many of these recommendations involved selecting curriculum writers whose work gave form to the committee plans.—*Superintendent's Bulletin* (San Diego, Cal.)

The Oakes

An instrument that tests
salesmanship or something

Animal-Centered Test

By
EDWIN C. OAKES

WHAT DO YOU do when you can't sleep? My wife designs "dream" houses. I make tests—not tests about subjects I teach. I go far afield! One of my favorite test areas is salesmanship. I took a course in salesmanship once!

My tests are never the I-II-III variety, nor are they the newer "objective" true-false, multiple-choice, or quick-scoring type. They are something entirely new. They are—say it in hushed, reverent tones—the Oakes *Experience-Centered Battery*.

Take as an example the one I worked out recently on my favorite topic, salesmanship: *The Animal-Centered Test*. It is self-administered and self-evaluated. You will notice the easy, chatty tone with which I gain rapport. There is not a sign of boxed "directions" nor of "Ready, now begin; you have exactly eight minutes."

My approach is direct and filled with natural challenges! It suggests social action and realistic activity. It is also within the capacity range of the new graduate. Notice, he is not asked actually to sell something but to give something away. This gives him self-confidence, and yet, as you will soon see, tests his training and capacity to a fine and discriminating degree.

It starts like this:

When you have finished your salesmanship course take a newspaper and turn to the want-ad column. Find someone who has a pet to give away—a dog, a parrot, a cat. For simplicity in these instructions we will call it a dog.

Go at once to the given address. You will find no sales resistance whatever in getting the creature. The chances are the owners

have been trying for weeks to sell it, gradually reducing the price until at last, in desperation, they have decided to give it away and pay for the ad besides.

If you are a graduate student of salesmanship, you might try the extra-point *summa cum laude* test of seeing whether you can get them to pay you for taking it off their hands. This, however, is entirely optional. The regular test for the course is not to see whether you can get a dog, but whether you can get rid of one!

Having obtained said dog (or other creature), you take it home to your wife or mother. If you can get either of them to let you keep it you need no further examination! You pass, brother! Go down to the biggest concern in town and hit the president for the job of sales manager! You're capable of anything!

But, if they turn you down with the flat finality that only a woman can turn down with, you have not failed the course! You merely are not an "A" student. The test isn't over for you by a long shot. You merely provide quarters for the "cute little thing" in the garage or basement and call it a day. That is, you call it a day unless it begins to howl.

If it starts to howl, you are back to the very basis of your salesmanship course—animal psychology. You try your elemental powers of persuasion upon it. For example, you try to win its affection with a dish of warm milk or a piece of T-bone steak. If your wife gives you these accessories willingly (especially the T-bone steak) you can count yourself at least two tenths on the first question, which you considered you failed

when she wouldn't let you keep the dog permanently. Most likely, though, you'll have to sneak these things out of the refrigerator!

If the dog refuses to be consoled by these offerings try sneaking it into your bed. He may merely be cold or lonely. If your wife or mother hears you and makes you take it out again, try letting it howl.

You may be tempted at this juncture to disconnect the door bell and take the phone off the hook. Do not yield to this temptation. Persuading your neighbors not to call the police or the Humane Society at this time of night is one of the best tests of salesmanship yet devised.

If, however, you are unable to quell the pajama-clad riot that assembles on your front porch, don't worry. You are now face to face with one of the most interesting tests in the whole experiment—namely, selling the corner druggist on the proposition of letting you have one half-dozen codeine tablets without a doctor's prescription. If you can do this you are back in the *summa cum laude* class again. Feed the tablets to the dog and go to bed yourself. The first part of the experiment is over.

Failing to get the druggist to comply does not make you a failure as a salesman. It scarcely could. In order to get the rest necessary for the next day's activities you had better call a veterinary surgeon and get him to put the dog to sleep for the night so you can go to bed. You've had enough for one day!

The next morning you arise. Yes, you do! Selling yourself the belief that life is worth getting up for is one of the tests. Get up and say "Good Morning" to your family. If you can't bring yourself to say "Good Morning" you fail the course. Yes sir, you arise, say "Good Morning," eat a light breakfast, and map the strategy for the day.

Your first job is to make a prospect list. Make this in three sections—"Preferred," "Above Average," and "Last Resorts." On the "Preferred" list you put all the people

you don't like very well—the loss of whose friendship would not too greatly matter. On the "Preferred" list you also put anyone you know who lives on a farm. I live on a farm and my friends always put me on the top of the "Preferred" list. That's why people buy farms—to make homes for their friends' pets.

On the "Above Average" list you put neighbors and friends with small children and on the "Last Resort" list you put animal lovers, feeble-minded persons, and Boy Scouts.

Your next move is to study your list, pick out your best prospect, and decide upon your approach. Always avoid a direct, honest question. For example, never call someone and say, "How would you like a nice dog?" It never works.

What you do is to call your prospect and say, "I hear you have been very lonely since your grandfather died."

Your prospect assumes that you are about to relieve his loneliness by inviting him out to dinner, so he comes across with, "Yes, it is sort of lonely since the old gent left us."

Now, if you have been a poor student, you are likely to get direct and forthright again at this point. Don't do it! You are certain to fail if you do. Pull him further into your clutches. Use your psychology on

EDITOR'S NOTE

We supposed that existing tests covered about everything, from all angles. But now Mr. Oakes comes along with his Experience-Centered Battery—and we must admit, as he claims, that he has something new in measuring instruments. However, THE CLEARING HOUSE disclaims responsibility for any and all eventualities that may follow the taking or administering of the Animal-Centered Test on salesmanship or any other test in the Oakes Battery. The author teaches in Slauson Junior High School, Ann Arbor, Mich.

him! Say, "I have a little gift for you that might cheer you up!"

Your text made a great point of the use of curiosity in selling. He may say, "Is that so? That's darn nice of you! What is it?"

If he does, you've got him. Credit yourself with a B-plus. He can't crawl out now unless you were absent the night the class studied Chapter 4, Paragraph 8, entitled "Muffling the Ball."

You say, "It's the cutest *bi-little* dog you ever saw—'house bro-size' and does 'trick-wrecks.'" Have a goodly supply of these double-talk adjectives, so that whatever the prospect is looking for in a pet, he'll think this one has it.

Of course, even now he may get away from you. He may be one of these frank individuals who says, "What the hell do I want with a dog? I got a face that keeps everyone away from the house."

Don't let his profanity fool you. It is definitely a smoke screen, or a defense mechanism. Push past it, and you will find an easy mark!

The really hard customer is the fellow who replies, "Sorry, old man, but two other people have pulled this stunt on me lately, and I have two dogs. Want to trade 'even up, unsight, and unseen' for either of them?"

He's got you now; remember how your instructor warned you about "trade in" deals. He told you that anybody who ever took a trade-in—even up, or no money to boot—was expelled from the course, thrown out bodily, and his name was ingloriously deleted from the list of graduates, a flat failure if there ever was one. Yes, the guy has you. Better pull out as gracefully as possible.

If you go through all of list number one and come to list number two you are in a bad way, but don't give up. Many present sales managers have exhausted their first list.

On list number two pick out one of the families with an only child. Watch for him to go by. Call him over. Use curiosity again. Say to him, "Hey, Jim, come over here and see what I have for you."

If you can't get enough into your voice to get him to come over and look, you'd better apply for a pick and shovel job at the city hall. If he comes over, show him the dog. Tell him you thought of him as soon as you saw it. Put it in his arms, that is, if he is bigger than the dog.

Surreptitiously sprinkle the kid with oil of anise so the dog will lick his face. As soon as the kid responds in any degree, push him and the dog out of the yard together. Start on your vacation at once! If the boy's mother makes him bring it back, your wife can handle that matter!

But you may be one of those unfortunate ones who needs to go to list number three. If so, pick the feeble-minded prospect. Tell him the pet is something else, wrap it up, dress it in doll's clothes, cover it with perfume, be creative, because, boy, you are getting desperate.

Of course, if you fail the course you still have the dog. Perhaps you can sell yourself on the idea that your subconscious wanted it all along, and that's why you couldn't get rid of it!

If you have to choose between the dog and your wife, there is always the Humane Society—that is, if you choose your wife. If you can't get the Humane Society to take it off your hands—well, there is suicide!



In the secondary-school systems of this country we face an array of curricular standards and practices, state certification requirements, pedagogical theories, and professional attitudes that are too strange to most of us and baffling in their complexity even to the experts.—A. WHITNEY GRISWOLD, President of Yale University, as quoted in Yale news release.

INATTENTION:

Roosevelt teachers tell 12 ways of fighting this "most exasperating classroom problem"

By
JACK GREAVES

CAN YOU spare a moment, fellow teacher, to answer one question? What is your most persistent, most recurrent, most exasperating classroom problem?

"Inattention," you say?

Well, friend, you are not alone. Three out of four high-school teachers will give the same answer. Call it *discourtesy*, call it *noisiness*; whatever the title, it boils down to this: *What can be done with the pupil who talks when he should be listening?*

In a recent series of frank discussions, the teachers of Seattle's Roosevelt High School named classroom discourtesy the worst enemy of successful lessons. Then they went a step farther: they decided to pool their best "tricks of the trade" in a concerted effort to raise the level of courtesy throughout the school. These are some of the proved techniques offered:

1. "I like to have a friendly, private talk about the pupil's behavior and the reasons for it, what it is doing to him and to the class. Get the pupil to talk about himself and relieve some of his antagonisms. Avoid preaching or lecturing; find something you have in common so that he no longer feels your authority. Make his problem and yours a cooperative one."

2. "A little self-respect gained through what I call the 'dignity treatment' often curbs discourtesy. Find the pupil's major interest or at least one thing in which he does his best work, then give him the spotlight for a day by building the program around him."

3. "It is a good rule that no two people

should try to talk at the same time. I stop talking when a pupil begins. This causes some awkward pauses during the first days, but as soon as the pupils realize the situation, it works quite well."

4. "I try to treat a noisy pupil with utmost courtesy. If he is boisterous, I lower my own voice. If possible, I try to inject some humor into the situation, such as saying, 'Okay, Paul, do you feel better after that outburst?' Above all I try never to get emotionally involved in a difficult classroom situation."

5. "I urge the class to choose a chairman and adopt rules of procedure. If this is done early enough in the term, before any trouble-maker can perfect his role, the situation is nipped in the bud."

6. "Plan for rotation of the chairmanship of class projects so that all can see the need for order and morale."

7. "I sometimes suggest to the class chairman that there are some discourteous persons in class and have him throw the topic open for discussion. It is usually a

EDITOR'S NOTE

"The teachers in Roosevelt High School, Seattle, where I teach biology," writes Mr. Greaves, "have been making a concerted effort to combat inattention in the classroom—discourtesy, noisiness, talking instead of listening. A pooling of various teachers' 'tricks of the trade' in dealing with this matter has brought out twelve practical ideas that have been welcomed by many of the faculty members."

good 'airing-out' session, and the pupils often suggest their own penalties and disciplines."

8. "I keep a record on a small card of each time a pupil is discourteous or otherwise destroys class morale. After a pupil has two or three entries on his card, with dates and offenses listed, I privately suggest to him that when the card is filled it will be sent to his parents or to the counselor. At this point most offenders reform, but if they do not, I am well prepared to call in the parents."

9. "Pupils will usually name courtesy as one of the things they wish to learn in high school. Following a class discussion of this topic I state that lack of courtesy is cause enough for lowering a grade. I show them how a grade based on courtesy is averaged into their mid-term and final grades. From time to time this statement needs repeating."

10. "Groups of pupils who chat during recitations should be broken up. A seating chart with pockets containing movable name slips makes this an easy thing to do. It is very flexible and always up to date."

11. "My most effective device is a private conference outside of class time. I try to be friendly but firm, and together we work out a deadline for improvement 'or else.' Last year only one pupil failed to make the necessary improvement. He was sent to the counselor."

12. "Pupils often chat because they are bored. An attractive room with flowers or bulletin-board displays arranged by the pupils themselves will often build classroom morale."

It is important that pupils realize that courtesy and well-mannered attention to classroom procedures are skills that should be learned in school—skills that should be found high on the list of objectives for every subject. Since discourtesy permitted in one classroom can rapidly spread to others, the remedial action must be school-wide, and teachers who have learned successful techniques will profit by sharing with their harried colleagues. We hear much of "teacher-pupil counseling"; why not more "teacher-teacher counseling" in an all-out attack on classroom discourtesy?



Cross-Validation: Fancy Form for the Old Check-Up

People keep asking us, "What's this talk about cross-validation?" Perhaps this is a good time to explain what we think the jargon is all about. In the simplest language, we think cross-validation means taking another independent look, especially verifying a first choice or checking up on a hunch. The idea seems to us to be hoary with age. At least the notion of taking a second look was well established in horse-and-buggy days. The driver, you remember, was cautioned at every grade crossing to Stop, Look, and Listen. Fancy language attaches to such a primitive notion only because the complexities of choosing the best tests for some purpose and selecting the best items in test construction introduce special difficulties.

The problem of cross-validation is the problem

of getting an independent verification, and the special difficulties we have in our work of personnel testing arise in our need to select the items that look best and the tests that look most useful from a large number of possibilities. We believe in the experimental approach. We like to try out tests and items and choose the "best" after seeing the results. Statistics—especially correlation coefficients and item analysis statistics—get into the play.

We really have two problems. The first is to find the right way to choose the "best" of a number of possibilities. The second is to find out how good our best choice actually is. Cross-validation is concerned principally with the second problem.—*Test Service Bulletin of The Psychological Corporation.*

English class project:

WHAT MAGAZINES for My Future Family?

By S. FRANCES MOLLER

THE TALL SENIOR boy stared incredulously at his teacher for a moment, then blurted out, "Miss King, do you mean that we just read magazines for the next three weeks, give class reports and have discussions about them and then get only one exam question over the whole deal, and that one question one that even a dumbell could answer?"

"That is just what I mean, Bob. You see, I realize that after boys and girls leave school, sooner or later they will be setting up homes of their own. In most of our homes of today—especially in our busy little fruit valley—people are reading a great many more magazines than books. Consequently I feel that three weeks at the end of the year in senior English devoted to getting acquainted with as many different magazines as possible will be of great value to us. Furthermore, that question which you will find in the examination, I shall give to you now, so that as the project goes along you can be deciding what your answers will be."

Here, looks of complete amazement began to spread over many of the faces before Miss King.

"My question," the teacher went on, "requires a bit of stage setting. Assume you are married. You have a family consisting of one high-school pupil, one grade-school boy or girl, and one four-year-old. You and your husband—or wife, as the case may be—have decided that your budget will allow \$25 a year to be spent on magazine subscriptions. The question is: To what maga-

zines will you subscribe and why?"

There were some giggles, some snickers, some statements of "Aw, I know already." These Miss King answered by saying, "Perhaps after you have read some of the magazines which we hope to collect you will change your mind."

The stage set, the project was started. Miss King encouraged the pupils to bring every available magazine from home or from friends. She suggested that gum and coke money be used to purchase new magazines from the newstand in the village. Each day, titles of the latest additions were read in class to avoid duplication. Canvassing her own friends and fellow teachers, Miss King was able to add some of the more expensive "slicks," various trade and religious magazines to the collection. At the end of ten days over 115 different magazines were assembled on a long table and sorted fairly well as to class—farm, men's, women's, children's, religious, picture, straight fiction, and general interest.

EDITOR'S NOTE

For three weeks toward the end of the school year, Mrs. Moller's senior English class studied magazines of all kinds. Then each pupil chose a subscription list, on a \$25 budget, for his hypothetical future family of four. Mrs. Moller used the plan annually when she taught in Odell High School, Hood River, Ore. She says that when she runs into former students she still "gets echoes of the worth of the project."

Each pupil chose five magazines each of a different type and was required to read each selection from cover to cover, to prepare and give in class a brief but thorough account of the following points: kind of magazine, publisher, cost, type of stories, articles, and advertisements, and the type of reader to whom the magazine would appeal. Miss King arbitrarily gave the pictorial numbers (eight in all) to the president of the class, a fine sensible lad who could be counted on to discriminate between news pictures, the sensational, and the risqué, and to present an honest, unabashed evaluation of the worth of the "pictorials."

Here let it be said that one girl remarked that she had no idea that "confessions" were so alike. Many of the boys soon tired of the "Amazing Tales" when they found themselves pledged to read *all* the stories in the magazines they had chosen.

In making their reports, the pupils stood before the class, and many chose to exhibit their magazines in order to emphasize a point. Miss King felt that a whole new

world opened up for some of the pupils as they became acquainted with a better class of publications, which up to this time had been only names to them. The whole class was most enthusiastic over the project. It was fun. It was interesting—and best of all it produced valuable results.

The answers in the final examination went beyond Miss King's expectations. Every pupil appeared to have given serious thought to the kind of reading matter he wished to bring into his future home. The final tabulation was interesting in the extreme.

Every list contained a magazine for the wife, a farm or trade selection for the husband. Many had *National Geographic* for the school children. None had a choice for the pre-school child. Many gave as reason for this the fact that most magazines for mothers had a page or two of interest to that group. All lists had a magazine of general family interest, and *The Readers Digest* was the only one of that class found on every list—not always first choice, but on every list.



Reward Next Summer

Teacher's Lament

By CLARICE J. RIGOTTI

Correlate and synthesize; evaluate the whole,
Make objectives; set up aims,
Scrutinize each author's claims.
Guide, direct and play big brother.
(Also father, sister, mother!)
And should you find these duties done,
Check through papers by the ton.
Plan a club, direct a play—
Let each pupil have his say.

Meanwhile check upon each child,
See that no one's running wild.
Poise and personality
Should develop one—two—three
With the proper bit of care—
(And a teacher standing there!)
Then next summer when it's hot,
(Such devotion can't be bought!)
You'll be perched upon some stool,
You'll be down at summer school!

Successful methods at Skokie:

TYPEWRITING: *a needed* Junior-High Course

By

MARION J. RUSSELL and DONALD A. BOYER

IN RECENT years evidence has accumulated to show that instruction in typewriting is best begun by children in the twelve-to-fourteen year age group. However, survey estimates indicate that less than ten per cent of American schools offer typewriting in the upper elementary or junior high school.

During the nineteen-twenties, several junior high schools attempted some form of typing instruction but abandoned it during the depression years. The turnover of teachers and the lack of proper methods seemed to have more to do with their dropping the courses than did the lack of finances. On the other hand, some schools introduced the subject, have continued it over several decades, and now give strong testimonials as to its educational success.

Thus a pertinent question arises: Why do not more administrators, teachers, and parents study the possibilities for introducing typewriting for their junior-high children? The answer to be advanced here is that these people have not understood three important factors which make typing instruction such a "natural" for the early-teen-age youngster.

The following comments and recommendations are based primarily upon the authors' experience with the typewriting course which has been offered in Skokie Junior High School, Winnetka, Ill., for the past two decades.

The teaching of touch-method typewriting at the junior-high-school level is advocated on the following three-fold basis:

1. Junior high typing *can*, with the proper methods and materials, provide an effectively mastered language-arts skill for the student's present and future needs.

2. It *can* be administered, taught, and learned economically.

3. It *can* supply a much-needed enrichment of the junior-high (or upper-elementary) curriculum.

These three bases, briefly referred to as suitable methods, economy, and curriculum enrichment, will be elaborated.

Suitable Methods

The senior-high-school approach will *not* do. While senior-high-school and higher-level courses often distinguish between the teaching of typing for "personal use" as against teaching for "professional use," such sharp distinction in method is inappropriate for the junior-high-school learner. To the extent that there is any distinction, the younger student responds best to a method stressing personal-use typing. This does not prevent those students who later wish to use typing vocationally from taking short training courses for mastering vocational needs.

At the opposite extreme is the misleading influence of some enthusiasts who have placed typewriters in the primary or intermediate-grade rooms of their schools, to allow children to "have experiences" with these complex machines as aids in fostering written expression, which is in itself a complex procedure.

Children at these early ages may get a friendly feeling about typewriters, and may hunt-and-peck a few words or sentences; but they also gain a certain contempt for a de-

vice which, on the evidence of many lower-grade teachers trying this experiment, is still well beyond their years. Further, such very young children show practically no progress in speed, and they develop fingering habits difficult to break at junior-high age or later.

Junior-high-school students, with a fair mastery of handwriting skill, and reading levels ranging from grades 6 to 10-plus, should not be subjected to either the "play" approach of the less mature child, or to the involved, technical approach of the senior-high or business-school course.

In regard to readiness (and the implied methods), the recent edition of the standard treatise on typing instruction by Blackstone and Smith says:

It is recommended that personal typewriting be taught for one semester in the eighth or ninth grade. . . . The purpose of offering instruction early is to make typewriting available to the student throughout his high-school and later years.¹

Another business educator, Marion Lamb, writing on readiness for typing instruction, states:

As to the place of typewriting in the educational curriculum, it may be given at the junior-high-school level. . . . Ideally, the student should have learned to type before he is eighteen years of age.²

The problem of what kind of background the teacher should have for handling junior-high typing raises some difficulties that, with care on the part of administrator and prospective typing teacher, can gradually be surmounted. Obviously, the teacher should be adequately trained in general educational techniques, and should have had some successful touch-typing training. If he has taught a senior-high or business-typing course, he needs to readjust his whole approach and method to fit the needs of the younger pupils of the junior high school. Miss Lamb's book, the Los Angeles

Typing Curriculum Manual,³ and the textbook⁴ and companion *Teacher's Guidebook*⁵ of the present writers are recent publications currently available that deal with junior-high methods.

Economy

The teaching of typing in junior high school, formerly considered to be too expensive or "frilly," is now proving to be economical for the individual, the school, and hence for the taxpayer.

In the case of the individual, the greatest saving is probably that of time. By learning the skill early in his academic life, he has use of it for a longer period, beginning when the competition for grades is becoming keenest. Everyone knows that the appearance of a paper predisposes the reader favorably or unfavorably, and a well-typed manuscript creates a favorable impression.

College requirements in terms of high-school credits usually allow for elective courses in typing; but if the "recommended" and "strongly urged" courses beyond the minimum required are taken, there is little time left for learning this tool subject in high school, and still less during a college career.

Time is also saved by an early determining of the individual's aptitude. If, at the eighth-grade level, the student shows facility in the use of the machine, he can master it so well that for general personal use future courses in typing will not be required. Or, in case the student wishes to enter a vocation requiring typing, only a refresher course will be necessary. Conversely, if no aptitude is shown, there is no need to take valuable time in senior high school or after, to discover that this skill is not that individual's forte.

¹ *Typewriting in Junior High School*, bulletin of Los Angeles City School District, 1942.

² Russell, Marion J., and Boyer, Donald A. *Typing for Your Needs*. Boxwood Press, 1953.

³ Russell, Marion J., and Boyer, Donald A. *Teacher's Guidebook for Junior High School Typewriting*. Boxwood Press, 1953.

⁴ Blackstone, E. G., and Smith, S. L. *Improvement of Instruction in Typewriting*. Prentice-Hall, Inc., 1949.

⁵ Lamb, Marion L. *Your First Year of Teaching Typewriting*. South-Western Publishing Co., 1947.

Every school system tries to meet the needs of its students insofar as time and circumstances—especially the budget—permit. It is toward meeting these needs that the administrative problems of scheduling courses, teachers, rooms, and equipment are directed. The fewer "square pegs in round holes" in the student body, the greater the efficiency of the system. Since the costs for educating a child usually grow higher with each advancing year, it behooves the administrator to make certain that the curriculum is adjusted in such manner as to yield the maximum benefits to the greatest number. If he can discover the abilities of students early, he will not waste precious time and money trying to fit them into situations which are unsuitable. This applies particularly to subjects which are teachable earlier and which involve expensive equipment, such as typing.

Regarding typewriters, many junior high schools have found the use of portable machines to be satisfactory for learning, and to be less expensive. Portables allow more flexibility in the use of classrooms than would be true in the case of large, office-size machines; and the initial cost is less. Inasmuch as the junior high school is not expecting its students to go directly into business, learning practice on the larger machines is unnecessary. In a home or college room, the portable is much more practical.

Each school system usually makes definite arrangements with a typewriter company or agency concerning supplying and maintaining machines, discounts, privilege of selling used machines to students, and trade-ins. Some schools supply typewriters free as a part of the regular school equipment. In other schools, a rental is charged to pupils based upon calculated depreciation and maintenance, and a small margin for safety—prorated among the number of students using the machine.

One school used this formula for computing the unit costs: Initial cost + margin — resale ÷ number of years used = rent per

EDITOR'S NOTE

Miss Russell, a department chairman in Skokie Junior High School, Winnetka, Ill., introduced the typewriting course which has been offered in the school for about twenty years. Dr. Boyer, a special curriculum consultant in the Winnetka Public Schools, has taught junior-high-school typewriting and other subjects in Winnetka for more than fifteen years. They explain the special methods which are successful in teaching typewriting at this level, and why such a course is a practical economy, valuable to the pupils.

year. By charging each student in the four classes per day a semester rental fee of \$4.00, and using each machine three years, the department became more than semi-self-supporting.

Curriculum Enrichment

The purposes which led to the establishment of junior-high-school systems in this country (as originally proposed by Charles Eliot and later developed by others) are singularly in harmony with the teaching of touch typewriting at this level. These purposes included: the avoidance of wasteful repetition in the seventh and eighth grades of subject areas and skills developed earlier; the introduction of enrichment subjects (especially as electives); and the development of habits, methods, and skills that would ease the transition to the senior high school.

At the present time, with a majority of children already fully exposed to and practiced in the basic elementary subjects and skills by the end of grade six, this majority is ready for something new. Especially, they need new skills which will re-enforce the learnings of the elementary years just passed.

Touch typewriting is such a skill. The medium is novel and appealing to the early adolescent. The natural demands of correctly operating and caring for a machine,

of attaining definite practice goals, and even of turning out short typed exercises, letters, compositions, and junior-journal articles are satisfying to the young adolescent.

The typing course also lends itself to incorporation into the elective (enrichment) scheduling of most junior high schools. In some schools those students who are ahead in academic fields may elect typewriting for a period varying from nine to eighteen weeks. In other systems, any student may select typing for a semester or a year as his choice from among the elective offerings available in his school. Other schools may have a regular typing period as part of the language-arts program for seventh, eighth, or ninth grades.

As typewriting becomes more widely adopted, this last pattern may emerge as the popular one—that is, typing will become a part of the regular training in junior-high

language-arts courses, probably at the eighth-grade level. However, junior-high-school principals and curriculum directors in the adventuring school systems that have taught typing for a number of years have found all three of these variations in scheduling to be feasible.

Whether the machines are financed by rental from the school (with special provisions for the needier pupils), or by complete underwriting of the cost of machines as are textbooks and laboratory equipment now—these are minor problems compared with the educational values gained by young people trained to use the skill.

Adults who have had the opportunity of learning typing in their junior-high-school years often echo the sentiments of one young doctor who commented, "The best thing I learned in the eighth grade was typing. I've been using it ever since."



Open-Book Tests Encourage Reluctant Readers

I have used another device to get readers out of the "comic" books in study hall and into a textbook, at least for a little time. This is the open-book test.

If an open-book test is constructed just right it is better than a workbook, which tends to become tiresome, and is a good "come-on" for even the poorest reader. There must be enough of obvious fact questions to keep the poorest interested, and enough of the not too obvious to keep the best readers guessing. Each open-book test must cover a convenient unit of subject matter so that the continuity of a story is not lost. Completion sentences from the reading material are good, with perhaps a new wording to make them not quite too obvious to find, alternated with exact copies of sentences in the text.

Let the gregarious nature of young people have full play by encouraging them to work in pairs or teams in finding the answers. The good readers will coach the slow ones and thus save the teacher hours of hard work. Students will enjoy this chance to assemble and talk over their reading lessons, argue about the exact answers, and generally have a good time over it. Most school buildings do not provide enough small conference rooms for such student teams but they will meet after school hours to work out their open-book tests, believe it or not.

It's important that the open-book tests should count for something. They might even be counted as a five- or six-weeks test mark. If the tests are used only for busy work, then there's no reward, and students would rather be busy with something else of their own choosing.

When a class has worked out an open-book test on a unit of reading material, I usually collect their "cheatin' papers," throw them away, and ask the students then to write the answers on the very same questions by themselves, this time without any help from anyone. This seems like a lark; everybody ought to get a perfect score that way, and they will if the test is too short or too simple. Properly constructed open-book tests will give as wide a spread in class grades as any test written "cold," but the average of the class will be higher.

A high standard of correct spelling of new words peculiar to the subject, sentence structure, accuracy of information, etc., can be established before writing, with full acquiescence of the students. After all, they looked the questions up and learned them; what more can they expect? I find less tendency to cheat because in writing this kind of test or review, a student is running a sort of contest with himself instead of trying to outsmart a teacher.—MATT LAGERBERG in *The Social Studies*.

Integration at Campus School:

PERSONAL TYPING and the Language Arts

By MYRTLE STONE

HOW CAN typewriting for personal use become an effective tool subject? If it is really a tool subject, shall pupils be permitted to type assignments for other classes during the typewriting class period? Does the instruction in typewriting contribute to the general-education objectives of the school by integrating its subject matter with that of other areas?

These are some of the problems that must be solved by each school that offers personal-use typewriting.

The busy teacher may find it difficult to take the first steps in bringing about integration of typewriting instruction with that of other areas. We must become thoroughly acquainted with the curriculum areas involved and consult with other teachers to avoid serious conflicts in instruction. This article describes one aspect of the integration of instruction in personal-use typewriting and language arts in the Campus School of Iowa State Teachers College.

The language-arts course of study includes the writing of research papers in each of the senior-high-school grades. The tenth-grade typewriting course includes manuscript typing. The chairmen of the business-education and language-arts departments agreed upon the general principles to be developed in the two areas in manuscript writing. They decided that pupils should have experience in typing manuscripts before they begin to gather materials and to prepare their language-arts research papers. The chairmen further agree that pupils should be allowed to type their research papers during the typewriting class periods.

To avoid conflicting instructions, the chairman of the business-education department prepared a number of articles containing suggestions on organizing and typewriting of manuscripts. These were submitted to the language-arts department for criticism and comments. After the articles were approved they were duplicated and used as typewriting exercises.

The first article¹ gave information on the building of a bibliography, reading source materials and taking notes, and organizing notes for a term paper. Pupils in the typewriting classes read and discussed the article to become familiar with the techniques of note taking. Next they planned the arrangement of the material—margins, line spacing, and title page. Finally they typed the article in manuscript form, made a title page, and bound the manuscript.

Another manuscript article was concerned with the purposes of footnotes and with acceptable styles of typing them. The

¹ Myrtle M. Stone, "Preparing to Write a Term Paper." *Student Life*, February 1953, p. 23.

EDITOR'S NOTE

Instruction in personal typewriting in the business-education department, and the preparation of major themes or term papers in language-arts courses offer a natural point of contact. Dr. Stone, professor of teaching at Iowa State Teachers College, tells how these two areas are integrated in the Campus School of the College, at Cedar Falls, Iowa.

article made use of each kind of citation that was discussed in the manuscript. This article was also read and discussed in the typewriting class by pupils, with the help of chalkboard illustrations.

In addition to reviewing information presented in the previous manuscript, the article introduced the use of side headings, discussed and illustrated various types of footnotes, and showed how to prepare a table of contents. After pupils had become familiar with methods of typing a documented manuscript they made plans for typing the article.

The pupils' typewritten manuscripts on "Preparing to Write a Term Paper" and "Footnotes" were corrected and returned to them in time to serve as reference material for their research papers in language arts. Since the manuscript articles had the ap-

proval of both the business-education and language-arts departments, the typewriting teachers were able to assist pupils who encountered problems while typing their research papers during the typewriting class periods. The language-arts teachers gave copies of the manuscript materials to pupils who were not enrolled in a personal-use typewriting class.

Manuscript typing was begun in the typewriting classes about three weeks before research papers were begun in the language-arts classes. This provided time for pupils to become acquainted with the mechanics of manuscript typing before they prepared their own research papers. By starting manuscript work this early the business teachers had sufficient time to devote adequate attention in typewriting classes to skill development and maintenance.



Remedial English Course for Wichita Falls Seniors

In Wichita Falls Senior High School there are remedial English classes for seniors! The course developed from a knowledge that a great number of twelfth-grade pupils did not have a sufficient foundation to do creditable work in the highly technical regular senior English course.

This course is the only really invitational one in school. Boys and girls are invited to join after their English grades for previous years and the scores made on an English achievement test given late in the second semester of the junior year are thoroughly studied. All pupils whose grades are a low C or D (65 constitutes a passing grade) are sent notices of a meeting where the course is discussed. The principal, the head of the English department, and the teacher of the remedial classes give the pupils a glimpse of the work and point out the advantages of the special classes. Although E7R and E8R may be used as college-entrance credits, college-bound students are not encouraged to sign for them.

After hearing the course discussed and asking any questions which might arise in connection with it, students are given the choice of signing or not signing when selection for their next semester's subjects is made. Enrollment in the remedial classes closes with this signing period, for no student may

elect later to come into the course, and no student is ever transferred into it. The teacher knows who has signed; hence some time is provided for study of each pupil's grades and test scores. Weaknesses are thus diagnosed before the classes begin. Since students are left free to join or not, there is never a feeling of being placed in a retarded section.

Instruction varies according to the needs of the greatest number. During the semester devoted to English literature various techniques are used to increase reading ability. This deficiency, coupled with a dislike for reading, is one of the greatest problems confronting the teacher. In the grammar and composition study more emphasis is placed upon types of writing and speaking required in everyday use than on the complicated rules for sentence structure and punctuation. Letters of all kinds, simple speeches which everyone must make sometime, and the writing of correct and varied sentences in short paragraphs are required of all students.

From encouraging remarks by students themselves and from results noted in their work, it may be concluded that remedial English for poorly prepared senior students is here to stay!—ESTELLE WOOD in *The Texas Journal of Secondary Education*.

Cooperative Groups of STUDENT COUNCILS

A neighborly trend in New Jersey

By WILLIAM S. STERNER

IN RECENT YEARS there has been developing a movement to encourage inter-scholastic cooperation. Student councils of nearby schools have affiliated with one another. There are state associations of student councils in most of the forty-eight states.

But the recent organization of many all-city, inter-city, county, and regional associations is very significant. These federations are close to the grass roots. They seem to occupy themselves with problems of immediate concern to the pupils in their own locality.

At a recent national conference on student councils, there were two discussion groups devoted to city and county federations of student councils. In the state of New Jersey, a number of federations of student councils have been organized in recent years. A few notes and comments on these organizations might be of interest to readers.

Thirty-two high schools in eight counties have joined together to form the South Jersey Federation of High School Councils. This federation was organized to give pupils a forum for exchanging ideas about student-council and related activities. A concomitant outcome has been the development of friendship among member schools.

The South Jersey Federation generally holds two formal meetings a year. Probably typical of these semi-annual meetings is a recent session at Woodrow Wilson High School in Camden. The opening session, held in the auditorium at 3:30 P.M., was

attended by over a hundred young people and sponsors.

Greetings were extended by the principal of the host school, and there were brief speeches by the writer, by a student representative of the state association of student councils, and by the executive secretary of the federation. After the general session, the pupils attended five discussion groups and the advisers transacted their business. Students and advisers met independently of one another. A dinner in the school cafeteria and entertainment and a dance in the gymnasium completed the day's activities.

The Suburban Conference of Student Councils was formed to parallel the athletic conference uniting these six schools: Caldwell, Glen Ridge, Madison, Millburn, Summit, and Verona. The purpose of this organization of student councils, according to its constitution, is to bring the schools of the Suburban Conference together to discuss and to attempt to solve common difficulties, to exchange ideas, and to create a friendly relationship among the schools. Generally the meetings of the Suburban Conference are scheduled for a whole school day. When the writer attended a meeting of the conference at Millburn, the pupils' agenda included an assembly and a long business meeting which was recessed briefly for luncheon in the school cafeteria.

The Conference holds three meetings annually. One of the projects recently completed was the design and selection of an emblem for the certificate given to players on championship athletic teams of the Con-

ference. Discussion periods at recent meetings have been devoted to such topics as sports regulations, school elections, student discipline, point systems, sportsmanship, and council financial problems.

The Inter-Orange Congress is composed of all senior high schools in the Oranges and Maplewood. Its purpose is to bring the schools together to discuss and attempt to solve common difficulties, to exchange ideas, and to create a friendly, social attitude among schools.

The Monmouth County Association of High School Student Councils meets several times a year, each time at one of the dozen member schools. It was organized in the spring of 1953 under the direction of the county administrators' roundtable. Its purpose is to provide help to member schools in solving school problems.

The Union County High Schools Student Council was organized specifically to exchange ideas and strengthen student councils in the individual schools. Member schools have cooperated by planning transportation to the annual conference of the state association of student councils, arranging exchange assemblies, discussing common problems, selecting student delegates to attend national conferences on the student council, and hearing reports from returning delegates. Discussion groups and business sessions are usually conducted without any adult being present. (The writer had the privilege of attending one business session

of this serious-minded group of youth.) The sponsors meet in another room, independent of the young people.

The five secondary schools in rural Hunterdon County have developed an active county association of student councils. Three of their projects deserve special attention: a county dance for high-school pupils, a visiting day in each school, and a county identification card.

The pupils arranged a dance at one of the schools and donated all net proceeds to the recently opened Hunterdon County Medical Center. On one day each year four pupils from each school are granted permission to visit neighboring schools; one boy or girl goes to each of the other high schools in the county. The local council directs the entertainment, transportation, and class visitation of each visitor. The student body of each school later receives a report on the visits made by fellow pupils. A county identification card is honored by neighboring schools at certain social functions and athletic contests.

The Bergen County Student Council Association was organized in the spring of 1949. At its annual conferences, student discussion groups are conducted together with an advisers' round-table. About twenty-nine schools are members of this coordinating body for student councils in the senior high schools of the county.

The Bergen County Association of Junior High School Student Organizations also was formed in 1949. Its annual spring conferences usually start with a luncheon at the host school. A general meeting and several discussion groups follow. Besides giving young people a chance to discuss common problems, the schools exchange publications through this organization. Delegates to each spring conference usually tour the building and visit clubs and classes at the host school. Each school invites pupils from other schools to attend special events, such as an election-campaign assembly or a dog show.

In New Jersey these federations of student

EDITOR'S NOTE

All over the nation, says Dr. Sterner, neighboring high schools are being drawn together in a more friendly pattern through the formation of cooperative groups of student councils in a county or a district. He offers the story of what is happening in New Jersey as typical. The author is director of the Newark Division of the School of Education of Rutgers University.

councils have supplemented the work of the very active and highly popular state association. Meetings of the sectional groups draw pupils from an area smaller than the state. Compared with the state meetings, considerably less traveling is involved for the boys and girls attending the affair. Dozens of pupils can actively participate in these meetings. Problems discussed can be selected on the basis of local interest and solutions proposed can be specific in nature.

In recent years, annual conferences of the New Jersey Association of High School Councils have attracted about two thousand

young people from two hundred schools. Many more pupils, faculty sponsors, and secondary-school principals would attend these conferences if attendance were not strictly regulated to keep within the limitations of space.

The state meetings will, no doubt, continue to be held to fulfill their unique function. However, it is the hope of the writer that, more and more in the future, federations of a smaller number of student councils will flourish in this and other states. The educational program of secondary schools can be significantly strengthened by this sort of interscholastic cooperation.



Senior Class Gifts Make School Wealthy in Equipment

Building up pride and a sense of responsibility for the care and improvement of community property, namely the school, is a fundamental part of citizenship training. The Huntington, Ind., High School faculty and community agencies have been working on this for a number of years and it has paid off in many ways.

Vandalism is practically non-existent so far as the schools are concerned, writes Robert Dffenbaugh, high school science teacher. Defacing of school property is negligible because it doesn't make sense to mar a pleasant, well-kept building which is used by the community as well as the pupils.

Huntington pupils prefer to contribute to the improvement of the school by leaving equipment that often is not found in high schools. And the seniors prefer to buy their gifts early in their final year in order that they, too, may enjoy them.

Principal Harold Johnson has estimated that the auditorium has \$13,500 worth of equipment which it wouldn't have had if they depended on tax dollars to buy it. The equipment has been the gift of several classes who have had a lot of fun working together, plus the feeling of permanence and accomplishment when their gifts were installed.

Last year the senior class purchased equipment facilities worth over \$3,000, including an automatic electric duplicating machine, an olio drop curtain for the stage, a variable spotlight, popcorn machine, and some smaller items. . . .

Gifts from previous classes have included an electric organ on which several pupils practice to become church organists, a grand piano, elaborate stage curtains, an auditorium high-fidelity

sound system with control booth, complete stage lighting with dimmer switches, and a school intercommunication system. Huntington also is one of the few schools in the state to have its own radio station. . . . Equipment for the 10-watt educational station, which townspeople also may enjoy, was the gift of ambitious pupils.

Part of the money is invested in improving working conditions under which pupils are able to earn more money, namely, equipment for a concessions stand. A 10 x 20-foot brick concession building at the athletic field, complete with a bottle gas stove, two automatic coffee makers, hot dog steamer, and hot and cold running water, makes working easier for those who are selling to football fans, with proceeds going to buy other gifts for the school.

There's nothing unique or unusual about their method of earning money, but the spirit of cooperation and participation is significant. Over 85 per cent of the 125 junior class members work at the concessions stands sometime during the year. . . .

Originally, the class project was intended to raise money for a junior-senior reception in the spring. Students soon found that they had more than was needed for the reception. Now some conservative classes hold reception expenses down in order to buy a particular gift for the school.

To money saved from the previous year, the senior class adds the proceeds from three performances of the senior play. A gift committee of 10, selected by class officers and advisers, solicits suggestions of needed equipment from the pupils and faculty.—*The Indiana Teacher*.

HOSPITAL ORDERLY:

"It Was an Experience!"

By
RUSSELL F. SCHLEICHER

I WAS A carrier of bed-pans. Carrying a bed-pan is not a very edifying occupation, requiring little education and training. Officially I was an orderly. Mentally I sometimes called myself a glorified errand boy. My honorable colleagues dubbed me a fool, without pride or self-respect, or even something worse. In practice I was living an experience curriculum. Here I had no special teacher, no desk, no books, no special tools. What could I learn in the bed-pan curriculum, in the school of experience?

I took a job as hospital orderly for a few months and what an experience! There are experiences in a hospital during the working hours of an orderly that overshadow the disagreeable and become quite fascinating.

The job was taken for various reasons. Men teachers with families must feed, clothe, and provide recreation for wife and children. Summer part-time work is not too plentiful. The hospital was easily accessible. Perhaps there was eagerness for a new experience. There may have existed a small amount of altruism in doing good to someone and where a need existed.

What was the first reaction to my being on the job? The professional nurses registered some surprise. Teachers always had a halo. Perhaps mine was askew, or had become tarnished and the near-at-hand examination would show this. Patients were informed that a teacher was now a servant, doing servile manual work—tasks that were menial, unsophisticated, routine, and ordered by others.

Carrying trays of food! Just like a waiter! But—hospital trays are educated trays. Green tags, red tags, yellow tags—what do

they mean as they stick up so importantly on each tray? Trays are interesting. Diabetic, house, or regular diet, special diets, post-operative, pre-operative, restricted. Soft diet, diet for progressive ulcer cases—all were included in the meal-time stream that came up on the car rising from the kitchen.

Yes, good wholesome food. Glassfuls of juices so full they splashed over the brims. Warm foods covered with hoods to stimulate patients' jaded appetites. Choices of T.T.T. or C.C.C. or M.M.M. on the various cards indicated a deference to the tastes of patients for tea, coffee, or milk at any meal of the day.

A cart in the hallway by the linen closet with piles of linens. A supply for each patient with some to spare, yet never enough to fill all the needs without stretching supplies and robbing "Peter to pay Paul." Snowy white, wrinkle free, and sweet smelling were the sheets, cases, towels, gowns, extra blankets, counterpanes, and numerous specialized pieces such as the many-tailed binders used to make patients comfortable and happy.

Baths—oh—repeated baths, what a job! Bathroom privileges for the ambulatory. Self-help for the convalescing bed patient. Prodded self-help for the one who enjoyed ill health or a slow recovery. Real concern and tender care for the seriously ill, with restricted movement of the one in pain or unable to be moved. Pure soap, much hot water, soft towels, even tincture of green soap were some of the supplies of the bed-pan curriculum!

How can you stand the routine, day after day, the chronically ill and unhappy pa-

tients? Be not deceived—it is not all routine! My duties included acting as relief ambulance driver and bringer of oxygen units and extra tanks of the vital stuff, now so freely used to alleviate the pangs and misery of depleted supply in so many illnesses.

Orders were somewhat like these: "Oxygen tank to 215," "Escort Mr. Brown to the bathroom," "Help Mr. Jones with his shoes," "Help lift Mrs. Green from wheelchair to bed," "Emergency, Ambulance call. Go to Sixth Street. Woman (heavy) has broken through a rotten board of the kitchen floor." Is this routine? ? ?

What of the unusual cases in the hospital? Persons who were ill and became mentally confused while in this state of ill health. Patients with undiagnosed pains who suddenly become violent or become apathetic. Ah! Here are some of the examples mentioned in the psychology classes, which had no meaning until now. Here is little Jimmy, lying contentedly in his crib, but his case is actually Spina Bifida. That term was just abstract in the course, "The Exceptional Child," which I attempted to teach. Now it is not a high-sounding label but an ugly condition in an innocent victim. Jimmy's is a woeful lot; he was born out of wedlock, undesired by his mother. Here we have a problem of economics, sociology, ethics, all entangled in this lovable little bundle of doubtful hopefulness.

Psychology takes on new meanings, for we can see the reactions of many patients. Some reactions arouse amusement. Others are demanding of sympathy and still others are almost frustrating. How can you provide the proper stimulus to aid a badly injured father with a maze of pulleys, ropes, and weights crossing and re-crossing the posts fastened to a fracture bed? How much worse when his son in the sub-teen age group has just died as the result of injuries received in the same accident.

Of what worth is the experience in seeing an operation? How valuable is the privilege

of seeing the marvelous techniques of surgery, observing the extreme carefulness to keep infection out of wounds, being really sure that the bone being put into place and retained there with a steel pin is really straight so the nineteen-year-old soldier will again be able to walk! and run! and dance! and smile! What a thrill to be in the operating room to see the skilled anesthetist give painless sleep while necessary surgery is miraculously undertaken and successfully accomplished.

Was there drudgery? Of course, at times there was this! Ramsey MacDonald said at one time, "Drudgery is not a good thing in itself for nothing is good that is dull and deadening rather than inspiring." However, he added, "Every one should do some drudgery at some time in order to appreciate the viewpoint of others and your own fortune in being free from drudgery."

Was there inspiration? Yes, the visible evidence of the loving care given by doctor, nurse, and attendants to the very young, very sick, or very old all attested to an altruism and compassion that was inspired and inspiring.

My bed-pan curriculum has ended. I was graduated to my regular position of professional educator. My core-curriculum was not the disgust and distaste usually associated with bed-pans. It was an experience, something that we educators prescribe for those we try to educate. I am certain that my curriculum outside the field has given me more understanding to teach others in finding themselves and building a better society.

EDITOR'S NOTE

Mr. Schleicher, who teaches in State Teachers College, Bloomsburg, Pa., got a job as a hospital orderly for the summer. As he suspected, the experiences that he had in the hospital overshadowed the disagreeable parts of his work.

Events & Opinion

Edited by THE STAFF

DESEGREGATION SITUATION: The opening of the first school year in which segregation is illegal by Supreme Court ruling presented a confused kaleidoscope of reactions in various states and local communities. The following reports are summarized from Associated Press and United Press dispatches, the *New York Times* and the *New York Herald-Tribune*, and various other newspapers.

In Mississippi, a constitutional amendment, passed and signed by the governor, permits abolishment of the State public-school system by a two-thirds vote of the legislature. In Alabama, a plan with the same goal is gaining support. In Texas and Georgia, the governors have promised to maintain segregation "come hell or high water." Most of the other Southern states are simply staging a sit-down strike that will maintain the status-quo until some force strong enough to impell action is directed against them. Schools in the "border states," Arkansas, West Virginia, Missouri, Maryland, Delaware, and the District of Columbia are taking steps toward desegregation.

Some individual communities in segregation states have gone quietly about integrating white and colored student bodies, achieving it without the violence, or even the difficulties, predicted by local dissidents. And in some communities in Northern states, efforts at integration have run into such troubles as parents' strikes, pupils' strikes, and charges against boards of education. Such paradoxes might make you wonder just where the Mason & Dixon line is supposed to be.

Up into the news cropped mention of an "Association for the Advancement of White People." A vice-president of this group sought a court injunction to prevent scheduled integration of Negro pupils with the white student body of a high school in Milford, Del. This association to fight desegregation is said to have been organized by a Virginia resident in December 1943.

The quicker the U. S. Supreme Court ban on segregated schools is put into effect, the less chance there will be to evade it, according to a committee of 19 race-relations experts which reported its conclusions at the recent annual meeting of the American Psychological Association. The committee represented educational institutions in all parts of the nation, including a number in Southern states.

This recommendation for quick action seems to be borne out by the experience of the District of Columbia public schools. The original plan for integration of Negro and white pupils in the District's

schools allowed 6 years for completion of desegregation. It was hoped that work on a plan for integration would be completed by 1955. But the District's board of education ordered a speed-up on the plan—and it was ready in a few weeks. Basing their decision upon the first two weeks of experience with integrated schools this fall, school officials had announced that pupils in all grades could be transferred to the schools nearest their homes by the end of September 1954 instead of in 1955. An exception was made for 6th and 12th grades, which will be kept intact so that the children can be graduated with their classmates in June.

Naturally, opposition to desegregation has been forceful and bitter in many communities—and in many cases this opposition has been led by Protestant ministers. Many of the arguments, both for and against desegregation, have been based upon quotations from the Bible. In Charlotte, N. C., reports Vic Reinemer in the *New York Times Magazine*, the opposing forces had hurled Scriptural passages at each other for 6 weeks in the "Letters from Readers" columns of local newspapers. At the end of the 6 weeks, a published letter from a Negro suggested, "For goodness sake, keep God's name out of this mess!"

ALCOHOL: A 3-year-old educational program, backed by the French Ministry of Health, to reduce the output and consumption of alcoholic beverages in that nation, doesn't seem to have had any results, says Lansing Warren in the *New York Times*.

The statistics of the situation seem to explain that failure: "Nearly every French family drinks wine with meals. Most workers drink wine between meals." There is one wineshop for every 96 inhabitants. And about 12% of the population of France earns its livelihood from the sale of alcoholic drinks. Mr. Warren concludes that "French life is bound up closely with consuming alcohol."

COURTROOM: Recently the 34 pupils in a 7th-grade civics class of a Brooklyn, N. Y., school were guests of a local judge who was scheduled to pass sentence upon a number of young transgressors, reports the *New York Post*. In the courtroom, the pupils heard the judge sentence a 21-year-old youth to 5 to 10 years in Sing Sing for burglary. They also heard a young man in his twenties get a 15- to 30-year sentence for holding up a taxi driver and

shooting the policeman who captured him. The class "stirred uneasily" as a member of a Brooklyn teenage gang, a 17-year-old boy who had pled guilty to attempted burglary, stood before the judge and received his sentence to Elmira Reformatory.

"Here is how the would-be tough guys and the hoodlums wind up," the judge told the pupils. "This isn't like the movies, is it? You see how glamorous these kids are." Then he asked the boy, "How did you get into this?" The boy hung his head: "I thought I was a tough guy." "What would you tell these pupils?" The boy began to cry and said, "I'd tell them to go back to school and stay there." Their civics lesson over, the pupils filed out of court.

RODEO: All of a sudden we learned in *The Texas Outlook*, state education journal, that there is a national high-school rodeo association with 2,000 participants in 13 states. The man to credit for all this, says Joyce Jackson in the *Outlook*, is Claude Mullins, "a combination cowhand-superintendent who can hold his own in a school house or a rodeo arena."

Mr. Mullins had the idea when he became superintendent of schools in Hallettsville, Tex., in 1946. In August 1947 "the chutes were opened on the nation's first high school rodeo"—and Hallettsville was on its way to becoming the Mecca of the new movement. That started several other states to organizing their own high-school rodeo associations. And in August 1954, the national high-school rodeo at Hallettsville drew 118 contestants from 13 states.

These student rodeos have the standard professional events, but separate contests for girls were added after the girls threatened to enter the boys' contests if they weren't given their own part in the show. The state and national associations offer no prizes at their rodeos, but permit organizations and individuals to donate merchandise prizes such as saddles and spurs. Even these prizes must be turned down by winners who want to remain eligible for the regular interscholastic sports activities.

FOREIGN FRIENDS: Young Americans between the ages of 8 and 28 who wish to correspond with overseas boys and girls are eligible for membership in the International Friendship League, 40 Mount Vernon St., Boston 8, Mass. The League says that it can match U. S. students for ages and interests with young people in more than 100 free countries, dominions, and territories abroad.

About 96% of the foreign boys and girls, whose names are sent to the League by their teachers, known enough English to "read and write interesting letters." Teachers who wish to suggest this opportunity to pupils may obtain a free supply of application blanks by sending a self-addressed envelope to the League.

CONTROVERSY: What you might call a tempest in a bookshelf recently occurred in New Hyde Park, N. Y., when a parent removed a copy of *Russia*, by Vernon Ives, from a local school library, refused to return it, and demanded that 6 other copies of the book in the school system's libraries be banned as "subversive." The school board voted unanimously to bill the parent for the price of the book, and voted 4-to-3 to keep the title on the shelves, pending a faculty decision on whether it actually contained un-American sentiments, reports the *New York Post*.

The board's stand was that the book was on the approved list of the New York State Education Department and should not be banned because an individual citizen thought it was "written from the Russian point of view." The parent's "subversive" charge was quickly backed by "several veterans' and religious organizations." But a few days before the board was to announce its decision based upon faculty study of the book, an associate state education commissioner recommended that it be banned from New Hyde Park school libraries because "it had become the object of a controversy."

The associate commissioner didn't limit the term "controversial" to books that were "subversive or allegedly subversive": If, for example, he explained, a book showed a bias for the Giants over the Dodgers and thereby became controversial, he would recommend that it be banned. At this point the local board gave up and voted to ban the title. Protesting the associate commissioner's idea of education, Charles Bolte, executive secretary of the American Book Publishers Council, said, "Controversy itself is the method by which we get things done in a democracy, and if we shut off conflicting opinions we are stifling democracy at the source."

FIDDLE BOOM: "The greatest boom in string instrumental music training in our history" is going on in our public schools, reports the American Music Conference. Whole classes of children are being taught to play violins, violas, and cellos, as part of their regular school work. In some school systems the program extends from kindergarten through high school. For instance, in Houston, Tex., more than 650 public-school pupils are enrolled in regular string-instrument classes.

MARRIED STUDENTS: Soon after the opening of school in Tarboro, N. C., the 6 married students in local high schools were given enforced leaves of absence because some teachers felt that the married girls were a "bad influence on the other pupils," according to a United Press item. Two teachers were named to draw up a "set of standards" which the married students must follow if they wish to return to complete their educations.

Book Reviews

ROBERT G. FISK and EARL R. GABLER, *Review Editors*

Economics and You, by SOL HOLT and H. L. McCracken. New York: Charles Scribner's Sons, 1954. 550 pages, \$3.48.

This text has many features and virtues long lacking in high-school economics books. It also has some of the weaknesses which have long plagued such texts. The format is excellent; the book is well filled with photographs; it contains numerous amusing and incisive cartoons. To fill a real need, there is a section on developing skills such as the interpretation of graphs and charts. There is an excellent glossary and a listing of suggested motion pictures. At times, the authors give interesting explanations of the origins of economic terms and concepts. At the end of each chapter, there are provocative sections called Questions for Study, Activity Problem, Word List, and Topics for Debates and Panels.

The authors are imbued with the idea that economics need not be dull and boring, and that it is related not only to the activities of banks and cor-

porations, but also to the everyday activities of people, including high-school pupils and their parents. I feel that they will succeed in making it interesting and understandable. They attempt to show the interrelatedness of politics and economics, an area where many economics texts are weak because of a theoretical approach. Their chapter on consumer finance is generally good, but too brief. The discussions on conservation, agriculture, natural resources, transportation, communication, and banking are well-written in each case.

As for weaknesses, this reviewer finds the first chapter somewhat oversimplified with a frequent sprinkling of Pollyanna. Numerous statements indicate that the authors assume that all of their readers are in the middle class, economically. The number of "economic laws" which are explained may eventually overwhelm the pupil. The general approach is too static, with excessive stress on the fictional "normal," such as in the statement, "Year 1939 has been selected by the federal government

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as average." 1939 is merely a point of statistical departure. One could ask why there is no provision for savings in the budget of the well-to-do family, on page 35. There is no explanation on page 185 of holding companies of the "second" and "third degree."

The discussion of business cycles is not dynamic. There is excessive stress on stock-market speculation as the major cause of the depression of 1929-1930. The authors ignore foreign exchange when they state, on p. 297, "Everything has a price except money." The discussion of inflation and deflation avoids stating that the long-range trend has been inflationary.

Chapter Six is weak on life insurance. There are several errors on p. 67 about savings-bank life insurance, and the authors underestimate the true merits of renewable term insurance as contrasted with the expensive types of insurance-savings combinations. The authors are trapped by their version of normalcy when they state, on p. 235, that \$6,000 is the normal price of a one-family house, and \$1,000 the normal price of a new automobile.

Finally, in attempting to explain hypothetically the possible effects of wars and strikes upon prices, Holt and McCracken equate the two on page 237, by stating that a war or a strike could raise the price of an automobile by \$700 or 70%. This reviewer

knows of no strike which has ever had such an effect, but World War II did have such results.

DR. GARE SANDERS
Assistant Prof. of Educ.
University of Akron
Akron 4, Ohio

The High School Teacher and His Job—A Symposium, edited by FRANKLIN R. ZERAN. New York: Chartwell House, Inc. 282 pages, \$4.50.

This book should be on the desk of every school administrator and every high-school teacher. It should be read and reread because it contains much of the best that has been developed on important areas of high-school education. The authors have brought together the best thinking we have on secondary education.

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munity resources be used in meeting the educational needs of the school program? How can we maintain a co-curriculum program that actually contributes to the desired education of high-school students? And, how can we provide a guidance program that accomplishes what a guidance program theoretically is supposed to accomplish?

The chapter on "In-Service Growth and Development" will be exceedingly helpful to those administrators who are unable to find enough adequately trained teachers or who are forced to employ sub-standard teachers.

This is a small book. Whole books have been written on what is concisely covered in each chapter. Undergraduate students will usually not have the background or experience to profitably use this book. Those who wish to study more thoroughly the problems and ideas presented will find good bibliographical suggestions.

J. W. CARRINGTON

Office of Laboratory School
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Normal, Ill.

When Washington Traveled (as a Pioneer, a Statesman, and a Private Gentleman), by MARION F. LANSING. Garden City, N.Y.: Doubleday and Co., 1954. 224 pages, \$2.75.

Young Infield Rookie, by CHARLES COOMBS. New York: Lantern Press, 1954. 188 pages, \$2.50.

The story of Washington's travels, many of them little-known trips, makes interesting, often fascinating reading. Written for the mature secondary-school pupil and advanced reader, the book offers invaluable background for a study of the Colonial period.

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Young Infield Rookie is a better than average boys' baseball story. It combines the conventional goat-to-hero plot with some realistic human prob-

(Continued on page 190)

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BULLETIN BOARD NEWS

The November *Clearing House* Is Here

The following excerpts are clues to good professional reading in THE CLEARING HOUSE for November.

After several sessions, the group gradually recognized its tendency to subjective appraisal of pupil needs, and eventually the following question emerged: Is there some relatively objective way to discover pupils' needs—to see problems from their viewpoint? As one principal put it, "How do we really know what the kids' needs are?"—*Glyn Morris*, p. 131.

It should indeed be encouraging to educators that more and more corporations and other special-interest groups are demonstrating real concern for helping to prepare young people for a happy, productive place in the world. Immeasurable progress can be made when school forces are joined by those from outside to work toward common objectives.—*Albert L. Ayars*, p. 138.

Occasionally a faculty conference is so refreshingly different and stimulating as to infuse new hope and satisfaction in the entire staff. When such a teachers' meeting is achieved an account of its inception and development may be of some value to other school faculties and supervisors.—*Irving Flinker*, p. 139.

It's time we call a spade a spade and let the hewers of wood and drawers of water know that they are such and not pull down the bright to the level of the hewers of wood and drawers of water.—*Charles A. Tonsor*, p. 144.

Teachers and pupils have a common bond of humanness. What is important is that teachers re-

veal their human qualities early and openly.—*Val Foubert*, p. 149.

Like many other teachers, I assign a great deal of work in my classes to groups or committees. I have found that giving pupils a choice of those with whom they would or would not like to work not only insures greater success on the projects under way, but also gives me an insight into the interpersonal relations operating in my classroom.—*Pearl S. Lupin*, p. 150.

When endeavoring to influence public opinion administrators might well keep in mind the lady who complimented the minister on his fine sermon. "It was very good, Reverend," she said. "Everything you said pertained to someone I know."—*Gerald Prindiville*, p. 156.

It is wise to remind ourselves as clinicians, teachers, and counselors that each counseling situation we meet in our professional roles should not be met as an opportunity for making discoveries to substantiate our pet theories.—*Arthur Lerner*, p. 161.

I set forth to observe in my own classes by a simple recitation check just how many pupils recited each day and how frequently. . . . I had thought I had fine responses from my pupils. . . . My chart showed that the willingness and the activity were limited to a relatively small portion of the group.—*Seward S. Craig*, p. 162.

Articles featured in the November *Clearing House*:

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(Continued from page 186)

lems. The boy in this story is faced with an honest conflict; he loves to play baseball but a broken jaw suffered during the game has mixed fear with this love. Running parallel to this major theme are two analogous minor plot elements. The boy has a colored friend who is afraid to compete with the white members of the team. The adult protagonist is a young pitcher who has quit a promising future in the major leagues because he hit, unintentionally of course, a batter on the head with the ball.

These three "fear complexes" are interwoven with a story of Little League baseball replete with heroes and the usual game-winning homer. The resolution of the conflicts, understandably simplified for the young reader, provides a natural climax to an exciting story. It may be noted in passing that more care might have been taken in illustrating the book. More than once a left-handed pitcher is pictured throwing with the right hand.

MILTON GOLDBERG

FitzSimons Jr. High School
Philadelphia, Pa.

Our Free Nation, by EDNA MCGUIRE and THOMAS B. PORTWOOD. New York: The Macmillan Co., 1954. 724 pages, \$4.20.

This present volume, which is based on *The Rise of Our Free Nation* (c. 1942, 1946, and 1948), will find its best use with senior-high American history classes composed of "non-academic" pupils.

Features of this presentation of the American story from Marco Polo to the Geneva Conference of April 1954 are its short sentences, profuse illustrations (some in color and including 67 maps), and chapter-end questions on content, vocabulary, and maps. There are also suggestions for further review procedures.

The book's 22 topical chapters are organized into 8 chronological units of from 2 to 4 chapters each, attention being evenly divided between the Pre-Civil-War and the Post-Civil-War periods.

Commendable are the 20-page index, the pleasing format and type, and the several apt quotations from appropriate poems, letters, speeches, and writings.

Less commendable, however, in this text of pointedly short sentences is the authors' serious and utterly incongruous suggestion on p. 349 that its readers might like to become college professors with Ph.D. degrees! Merely making two simple sentences out of a compound sentence does not necessarily produce the ideal text for slow readers.

This text might also be improved by omitting a multitude of pedantic items—such as an account of the presence of Commodore R. F. Stockton at Fremont's capture of California, and by including addi-

tional dramatic stories—such as that of the Donner Party's trek toward the Pacific.

And is it merely circumstantial evidence that this book's definitive index conspicuously omits references to Eugene V. Debs, Norman Thomas, Socialism, Bob La Follette, Walter Reuther, George Meaney, the Point Four Program, and Adlai Stevenson, yet includes such relatively unimportant items as John Bell, Constitutional-Unionists, Helen Hunt Jackson, Sebastian Vizcaino, and Commodore A. H. Foote? There is no question as to which group is the more important to a young person's real understanding of our free nation, regardless of one's personal political beliefs.

CARLOS DE ZAFRA, JR.

Visual Aids for the Public Service, by RACHEL MARSHALL GOETZ. Chicago: Public Administration Service. 89 pages, paper bound, \$3.25.

Business, as is pretty generally known, was the first to utilize visual aids beyond maps, the blackboard, and displays on any other than casual basis. Operations in the public schools gained momentum when it was seen what industrial management could do with films, filmstrips, recordings, graphics, etc. Another impetus for the increased use of visual aids was the experience of the armed forces training

programs during World War II.

Now public administration is being asked to employ these new tools of communication for the provision of training better public servants, for the improvement of public relations, and for greater citizen understanding of the working of government.

This little manual is one of the results of a two-year pilot project in the improved use of visual media conducted by the Public Administration Clearing House, Chicago. No doubt it will be of value for breaking in to the use of A-V the group of public servants for whom it is designed. School administrators likewise may find much of profit in it.

It is clear, has a light touch, is cleverly illustrated with a good use of color, and is as complete as such a handbook should be. It is exceptionally well planned and organized. In the matter of bibliography, however, there are some omissions. School people especially should be told that there are several other "educators' textbooks" besides those by Haas and Packer (largely an industrial manual) and Dale, e.g., excellent books by Kinder, McKown and Roberts, McClusky, and Wittich and Schuller. All of these are easily available.

KENNETH V. LOTTICK, Assoc. Prof.
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VOCATIONAL CHARTS: "Beginning Jobs for Young Workers," a series of 12 wall charts, 19" X 25", \$1.00, issued by Vocational Service Bureau of B'nai B'rith, 1761 R St., NW, Washington 9, D.C.

These illustrated charts give detailed information on 17 clerical and sales jobs, 19 apprentice and helper jobs in skilled trades, 11 service jobs, 6 factory production jobs, 6 technical and art jobs, 6 material handling jobs, and 3 miscellaneous jobs.

For each of these jobs the charts state in easily grasped form: employment prospects, usual duties, qualifications for job, chances to get ahead, how and where to get job, earnings and working conditions. (HS)

DRESS: *Clothes and You: Line and Proportion*, 1 reel, sound, color \$110. B&W \$55, issued by Coronet Films, Chicago 1, Ill. Educational collaborator Gladys L. Butt, assoc. prof. of textiles and clothing, College of Home Economics, Cornell Univ. A "basic film for girls who are interested in learning how to choose clothes that 'do the most' for them." General body types are illustrated, and "right-and-wrong" demonstrations are used to show principles of line

and proportion that girls can apply in selecting clothes. (Jr.H, HS)

FRENCH: *Bloc Pedagogique*, an exhibit of 25 textbooks and 9 phonograph records designed for use in the teaching of French as a foreign language, offered on free loan except for transportation (shipping weight 50 lbs.) by Ambassade de France, 972 Fifth Ave., New York 21, N.Y. The records include a scene from a play by Louis Jouvet, 5 fables of La Fontaine, a reading by Pierre Fresnay of Victor Hugo's *La Mort de Balzac*, and the troupe of the Comedie Française in Molière's *Misanthrope*.

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By Arthur W. Foshay, Kenneth D. Wann, and Associates

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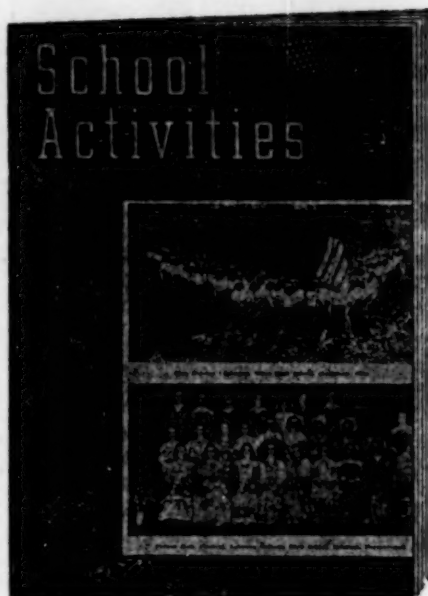
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